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ABSTRACT

This resource packet contains a variety of teaching strategies designed for teachers to help students better understand the historical development and contemporary significance of the Bill of Rights. Forty-seven activities are included for both elementary and secondary students. The packet also includes a glossary and lists books for young readers, posters and prints, books on the Constitution and Bill of Rights, and selected audio-visual resources. (DB)

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A BILL OF RIGHTS
K–12 RESOURCE PACKET

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C★E★L★E★B★R★A★T★E

the Blessings of Liberty

200 Years

★1791 ★ December 15th ★ 1991 ★

Bicentennial of the Bill of Rights

SO 021 252

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MICHIGAN COMMISSION ON THE BICENTENNIAL OF THE
UNITED STATES CONSTITUTION

RECYCLED PAPER

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December 15, 1990

Dear Educator:

December 15, 1991 marks the 200th anniversary of the adoption of the first ten amendments to the United States Constitution. This historic document, known to all of us as the Bill of Rights, is the basic guarantee of the Fundamental freedoms for all Americans.

We are pleased to submit to you a variety of teaching strategies designed to help your students better understand the historical development and contemporary significance of the Bill of Rights.

Funding for this project was provided by a grant from the Federal Commission on the Bicentennial of the United States Constitution. The activities were developed by a group of educators at a workshop held in Dearborn during the summer of 1990. The teachers represented various grade levels and were selected from several school districts. The Commission expresses appreciation to these people for their contributions to the success of this project.

I trust you will find this resource packet a valuable supplement to your classroom teaching about these key principles of our system of government.

Sincerely,

Morley Winograd
Chair

MW:pa

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BILL OF RIGHTS: A HISTORICAL PERSPECTIVE

On September 12, 1787, during the closing days of the Constitutional Convention, in Philadelphia, George Mason of Virginia commented that he "wished the plan had been prefaced by a Bill of Rights." Mason had been the primary author of the Virginia Declaration Bill of Rights adopted in 1776.

After Mason's comments, Elbridge Gerry of Massachusetts moved that a committee be appointed to prepare a bill of rights. However, most delegates appeared to believe that the rights of individuals were protected by state bills of rights and that the Constitution only delegated limited powers to the national government. Therefore, there was no need for any statement to be added to the Constitution. In fact, voting by states, Gerry's motion was defeated 10-0. However, the lack of a bill of rights proved to be the Anti-federalists most compelling argument against ratification and led to compromise during the national debate over approval of the proposed Constitution.

Beginning with the state convention in Massachusetts, most of the remaining states ratified the Constitution with the recommendation that a bill of rights be added. In the Virginia convention, even James Madison accepted the concept that future amendments might be considered. By the time Virginia approved on June 25, 1788, the Constitution was already in effect, having received the support of New Hampshire four days earlier.

The new government was then launched with elections to the First Congress and the selection of electors who chose George Washington as the first President. Among the members of the first House of Representatives was James Madison who had campaigned in support of adding a Bill of Rights to the Constitution. Concerned that any proposal to amend the constitution could lead to a reconsideration of the entire document, Madison still believed that a bill of rights should be considered because so many of his constituents favored it. Then, on June 8, 1789, he introduced seventeen proposals that formed the foundation for the first ten amendments to the United States Constitution.

In drafting his proposals, Madison studied the amendments requested by several states in their conventions that ratified the U.S. Constitution. He was influenced by many of them. Also, many of Madison's proposals came from the bill of rights adopted in 1776 by his own state, Virginia.

Madison's original proposals included two ideas that were adopted, but were not ratified. First, he recommended limiting House membership to one representative for each thirty thousand voters until the total of 200 members was reached. Also, he proposed that salary increases voted for members of Congress would not become effective until after an ensuing election.

The next proposals were contained in a multi-clause bill of rights calling for freedom of religion, speech, press, and assembly; the right to bear arms; immunity from the quartering of troops in civilian homes during times of peace; the prohibition of unreasonable searches; a ban on excessive bail and fines; the prohibition of cruel and unusual punishment; the right to a speedy, public trial; and the guarantee of due process.

Madison stated that these proposals were necessary to protect personal liberties from the Congress. He believed Congress was the strongest of the three branches of government. Madison claimed this was due to the implied powers clause included in Article 1, Section 8, of the Constitution, giving Congress "all powers necessary and proper to carry into effect the foregoing powers."

On July 1, 1789 the House formed a special committee to discuss Madison's proposals. By July 28, 1789 all of the proposals had been reported to the House floor. After a three week delay the House agreed to proceed with the proposals.

The House gave its final approval to 17 articles on August 24, 1789. The proposals were then sent to the Senate where debate began on September 2, 1789.

The article on freedom of religion was the first concern of the Senate. Finally, after extensive debate, the Senate decided to combine freedom of religion, press, speech, and assembly into one article that became the First Amendment.

The next article to be considered was the right to bear arms. It was adopted and became the Second Amendment. The Senate rejected an amendment to condemn standing armies and an amendment that would make the military subordinate to the civilian. Proposals dealing with quartering troops and concerning "search and seizure" were left unchanged, becoming the Third and Fourth Amendments, respectively.

The proposals dealing with the right to a trial by jury, due process, self-incrimination, and prohibitions against double jeopardy were gathered into the Fifth Amendment.

The articles pertaining to a fair, speedy, and public trial, the right of confrontation, and the right to counsel were passed without any trouble and became the Sixth Amendment. The articles prohibiting cruel and unusual punishment and excessive bail became the Eighth Amendment.

During debate on the Tenth Amendment, James Madison said, "It was impossible to confine a government to the exercise of expressed powers; there must necessarily be admitted powers by implication..." This amendment was an attempt to satisfy the Anti-federalist fears of a consolidated government. However, Madison's proposal did not include the phrase "expressly" as was stated in a similar statement in the Articles of Confederation.

The Senate developed the Ninth Amendment which prevented rights not mentioned in the Bill of Rights from being lost to citizens.

On September 9, 1789 a conference committee was appointed to settle a disagreement between the House and the Senate on the wording of the First Amendment. The Seventh Amendment, a provision for an impartial jury, was added at this time.

On September 24, the House agreed to the Senate changes and on September 25, the Senate agreed to the House changes and twelve proposed amendments were submitted to the states for ratification. The first two proposals were never ratified by the required number of states.

On November 20, 1789, New Jersey was the first state to ratify the Bill of Rights. On December 15, 1791, Virginia was the eleventh state to ratify the Bill of Rights, making it part of the United States Constitution.

This was the first time that the Constitution had been peacefully altered in conformity with the process established in Article 5 of the Constitution. Each year, December 15 is celebrated as Bill of Rights Day in schools and communities across the nation.

Dear Teachers,

This packet has been created to help introduce your students to the Bill of Rights as part of the celebration of its 200th birthday. We have provided these activities to assist you and your students in the understanding of the concept of rights and responsibilities.

These activities have been designed to integrate into the elementary social studies curriculum. A scope and sequence chart has been provided to help you select appropriate level materials to meet the needs of your students.

We hope you enjoy using this packet as much as we enjoyed creating it.

Judith Bauer
Judith Ann Cole
Jill Corstange
Bonnie Gerrity
Annette McConnell
Carol Molyn
Shirley Vettraino

Elementary Scope and Sequence

		K	1	2	3	4	5	6	Page
1)	I can follow my home rules	X	X	X					6
2)	I can follow my school rules	X	X	X					6
3)	Where does the rule belong?	X	X	X					6
4)	Rules provide us rights?	X	X	X					8
5)	Songs about the Bill of Rights	X	X	X					19
6)	Using key terms		X	X	X				19
7)	Poetry and the Bill of Rights		X	X	X				20
8)	A Bill of Rights community			X	X	X			21
9)	My Bill of Rights hat			X	X				23
10)	Learn about Bill of Rights					X	X	X	24
11)	Map Activity					X	X	X	29
12)	Timeline					X	X	X	32
13)	1791 Who's Who				X	X	X	X	33
14)	Design a quilt for the Bill of Rights			X	X	X	X	X	36
15)	Bill of Rights - Win, Lose or Draw					X	X	X	38
16)	Name the amendment					X	X	X	40
17)	My Bill of Rights				X	X	X	X	41
18)	Design a stamp for the Bill of Rights					X	X	X	42
19)	Telephone talk					X	X	X	43
20)	I have a warrant for your arrest						X	X	44
21)	You are the teacher					X	X	X	46
22)	Pen Pals				X	X	X	X	47

Activity 1

I CAN FOLLOW MY HOME RULES

Strategy 1

Students will take the following parent letter and worksheet home. They will write a rule for each room on the sheet. This activity will require parent involvement.

Strategy 2

The student will draw a picture of themselves following some rules they established with their parents. These pictorial HOME RULE pictures might be displayed for the class to enjoy.

Activity 2

I CAN FOLLOW MY SCHOOL RULES

Discuss how classroom rules pertain to the students. Students will draw a picture of themselves following one of the classroom rules. The teacher will write the rule on the picture. Display the completed SCHOOL RULE pictures.

Activity 3

WHERE DOES THE RULE BELONG?

Strategy 1

Use the "Why Rules" poem and questions for class discussion.

WHY RULES

Rules, rules, rules, there seem to be so many.
Sometimes they are O.K. Sometimes they are not.
Some are rules that tell us things we have to do.
Some are rules that tell us things we should not do.

I wonder if life would be better if rules had never been found?
Then there would be no one to boss us around.
If there were no rules made for us to follow,
Would that make us excited and free?
Why do we have rules? Why do folks make them?
There must be many reasons. Can you help me name them?

1. What is a rule that you like at home?
2. What is a rule you like at school?
3. What is a rule you don't like at home?
4. What is a rule you don't like at school?
5. Name a rule that tells what you must do at home.
6. Name a rule that tells what you must do at school.

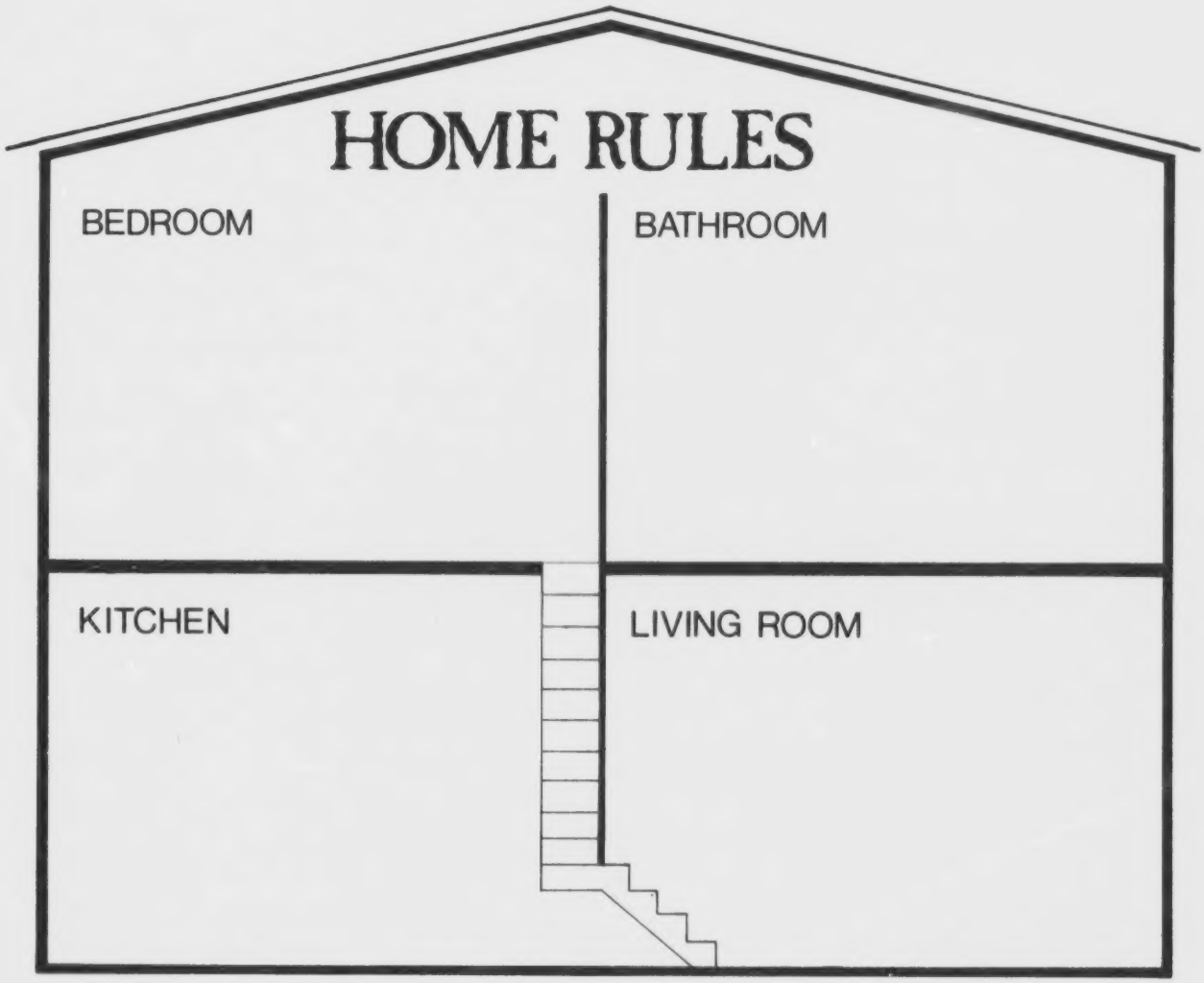
Dear Parent,

As our class begins our unit on the Bill of Rights, the children have been asked to discuss the rules established in their own homes. Below is a model of a home with the rooms labeled.

For each room your child should discuss with you what rules you've established for them. The student may do the writing or you may assist in this area. By completing this task I am hoping the students will make a connection between rules that directly relate to them and rules established in the Bill of Rights.

Thank you for your assistance in making this a meaningful learning experience.

Sincerely,



7. Name a rule that tells what you can't do at home.
8. Name a rule that tells what you can't do at school.
9. What is one reason we have rules?

Strategy 2 - Classifying

Display a picture of a school and a picture of a house. Under each pictorial heading, ask the students to tell you a rule that they have learned and where that rule belongs - home or school. Write the student's reply under the appropriate picture heading.

Strategy 3 - Graphing

Discuss with the students which home rules are the most important. List these. Count the total number of times a rule appeared. This activity may be repeated for school rules.

Example: THE MOST IMPORTANT RULES

RULE:	TIMES IT APPEARED
Don't Run in the House	XXXX
Don't Jump On the Bed	XX
Don't Play by the Stove	X

Activity 4

RULES PROVIDE US RIGHTS

Use the Pictorial Cue Cards. Copy one set of cards for each student.

Have students color the cards. After they have completed the coloring, encourage them to write a sentence that pertains to their picture. Share the student's completed pictures.

Help children understand that there are home rules, school rules, and our government-made rules to protect our freedoms. Use Pictorial Cue Cards for discussion.

SAMPLE QUESTIONS:

Why are rules important?
What happens if you don't follow the established rules?
Who are rules for?
Who makes rules?
Who sees to it that rules are followed?
Are rules important?
Could you make a rule?

1

2

3

4

18

5

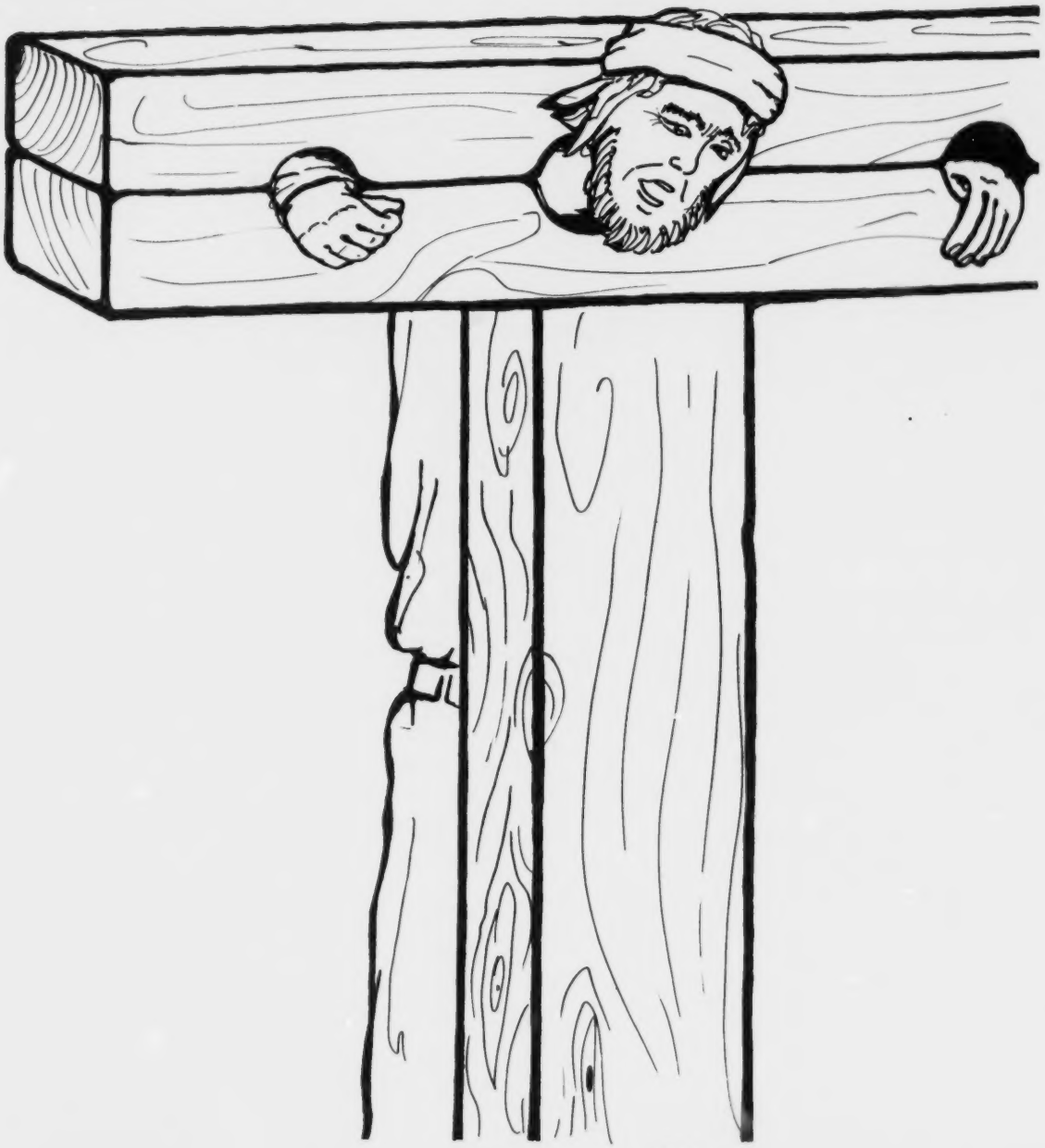
19

6

20

7

8



9

10

24

Activity 5

SONGS ABOUT THE BILL OF RIGHTS

Show each of the Pictorial Cue Cards and discuss the Bill of Rights. Teach each song and sing a few times.

"THE BILL OF RIGHTS"

1, 2, 3, 4, 5 THE BILL OF RIGHTS IS ALIVE
6, 7, 8, 9, 10 AMENDMENTS ARE OUR FRIENDS.
MAKING THIS A VERY NICE PLACE.
KNOWING THAT OUR RIGHTS ARE SAFE.
TWO HUNDRED YEARS AGO,
OUR FOUNDERS MADE IT SO.

TUNE: "1, 2, 3, 4, 5 I CAUGHT A FISH ALIVE"

TEN AMENDMENTS

"TEN AMENDMENTS"

1, 2, 3 AMENDMENTS
4, 5, 6 AMENDMENTS
7, 8, 9 AMENDMENTS
10 MAKES OUR BILL OF RIGHTS

TUNE: "TEN LITTLE INDIANS"

Activity 6

Strategy 1

USING KEY TERMS

Attach key terms from the Bill of Rights during discussion to Pictorial Cue Cards for use during discussion. Introduce and discuss the key words contained within the Bill of Rights. Have students create a sentence for each key term.

Amendment 1	FREEDOM	Amendment 6	ACCUSED
Amendment 2	ARM	Amendment 7	TRIAL
Amendment 3	HOUSING	Amendment 8	PUNISHMENT
Amendment 4	SEARCH	Amendment 9	RIGHTS
Amendment 5	FAIR	Amendment 10	POWER

Teachers may want to use the sentences for handwriting activities throughout this unit of study to help the students become familiar with key Bill of Rights terms.

Strategy 2 - Book

MATERIALS:

Crayons
Booklet: Stapled = 12 bound pages (includes cover)
Glue
Scissors
Magazine pictures

Students will copy a key term on each page and illustrate or use pictures from magazines. The students will design a cover for their book entitled, "THE BILL OF RIGHTS."

Strategy 3 - Webbing

Hold up one of the Cue Cards and ask students what the key term means to them. When a student responds, pass the student the ball of yarn. Keep the end piece of yarn. Repeat until all the students have had an opportunity to respond and each has a place in the class web.

Activity 7

POETRY AND THE BILL OF RIGHTS

MATERIALS: Pictorial Cue Cards

Books: A Light in the Attic - Shel Silverstein
Where the Sidewalk Ends - Shel Silverstein
A New Kid on the Block - Jack Prelutsky

The teacher will read the key word on the cue cards and discuss the meaning of key terms. Poems may be read to enhance the meaning of the key term.

Abbreviation Key:

ALITA = A Light in the Attic - Shel Silverstein
WTSE = Where the Sidewalk Ends - Shel Silverstein
TNKOTB = The New Kid on the Block - Prelutsky

SUGGESTED POEMS:

1. Freedom - ALITA pg. 140 - 141 "Union for Children's Rights"
   WTSE = pg. 19 "Tug O'War"

2. Arms - WTSEF - pg. 146 "If the World Was Crazy"
   TNKOTB - pg. 28 - "I'm Thankful"
   WTSE - pg. 43 "True Story"

3. Housing - ALITA - pg. 161, "Dinner Guest"
   WTSE - pg. 56 "Enter this Deserted House"
   WTSE - pg. 79 "Tree House"

4. Search - ALITA - pg. 13 "Stop Theft"

5. Fair - WTSE - pg. 148 "The Silver Fish"

6. Accused - ALITA - 105 "Captain Blackbeard Did What"
   ALITA - "Blame" - pg. 34

7. Trial - ALITA - pg. 159 "Kidnapped"

8. Punishments - ALITA - pg. 142 "Hitting"
   WTSE - pg. 52 "For Sale"
   ALITA - Pg. 49 "The Pirate"

9. Rights - ALITA - pg. 168 "This Bridge"
   ALITA - pg. 128 "The Toad and the Kangaroo"
   WTSE - pg. 74 "My Rules"

10. Power - ALITA - pg. 35 "Messy Room"
    ALITA - pg. 90 "What If"

Strategy 2

Students will illustrate one of Shel Silverstein's poems. They can then write a sentence connecting it to the Bill of Rights. This could also be done as a collage.

Activity 8

A BILL OF RIGHTS COMMUNITY

MATERIALS:
Community Picture
Community Picture Transparency (optional)
Poster size paper for each student
Glue
Crayons
Yarn/string
Magazine pictures (optional)
Pictorial Cue Cards with key words attached (see Activity 6)

Strategy 1

Discuss with the students what each building in the community represents. Use the transparency to point out the features as students discuss them. Name the community helpers and emphasize the kinds of work being done in each building. Display Pictorial Cue Cards to link Bill of Rights with this community. Discuss the relationship between the services and amendments. Example: First Amendment - church, Fourth Amendment - police station, etc.

Strategy 2

Students will color the community picture and glue it on a large poster board. Students may gather from magazine, or draw pictures of community helpers. They can then glue them on the poster board and take strips of yarn to connect them to the appropriate community building.

Stategy 3

You may choose to construct a 3-D community model. Discuss the community "Bill of Rights" relationship (see Strategy 1).

Activity 9

MY "BILL OF RIGHTS" HAT

Students are to illustrate in each section of a provided 11" X 14"paper each of the Ten Amendments. Pictures can either be pasted or hung from the hat.

Activity 10

LEARN ABOUT THE BILL OF RIGHTS

Strategy 1

Divide class into 9 groups. Give each group one of the amendments from the "Learn About the Bill of Rights" worksheet, recording paper, and illustrating paper.

Groups must be prepared to share with the class what the amendment means and a picture representing this amendment.

GROUP TASK

1) Read amendment.
2) Discuss what it means.
3) Agree on how to represent it graphically.
4) Present amendment to the other groups (each group member must be involved in the presentation).

Strategy 2

Introduce the document "THE BILL OF RIGHTS" (see appendix). Each child should have their own copy. Study amendments together and have the children match drawings to the appropriate amendment.

Strategy 3

Children will return to cooperative groups with the document. Each group will generate a list of words that they identify as unusual or not frequently used today. Find synonyms or define the words selected. Use a dictionary if necessary. Share these words with the rest of the class.

Strategy 4

Teach children the song "Happy Birthday Bill of Rights".

Strategy 5

"What's Important to Me?" sheet

Strategy 6

"Colonial Comment"

LEARN ABOUT THE BILL OF RIGHTS

Cut this apart and give one amendment to each cooperative group.

- **First Amendment:** Congress cannot pass any laws that take away:

  Freedom of religion (beliefs and practices),

  Freedom of speech,

  Freedom of the press (freedom to write what you wish in newspapers, magazines, books, etc.),

  The people's right to assemble peacefully, or

  The people's right to petition the government to correct wrongs.

amendment

amendment *A change in or an addition to a document*

assemble *To gather together*

petition *To ask*

- **Second Amendment:** Because a **militia** is needed to protect the country, people have the right to keep arms.

militia *Fighting force of citizens*

arms *Weapons*

- **Third Amendment:** People do not have to let soldiers stay in their homes during peacetime.

- **Fourth Amendment:** People, their homes or their possessions cannot be searched or taken by the government without a good reason. In most cases the police must first get a warrant before they can arrest someone or conduct a search.

warrant *Written permission by a judge*

- **Fifth Amendment:** People accused of crimes do not have to **testify** against themselves. They cannot be tried again for a crime for which they have already been found innocent. People's lives, liberty, or property cannot be taken from them

testify *Give evidence*

without "due process of law". If the government takes a person's property for the use of the public, it must pay a fair price.

due process *Fair treatment by the government*

- **Sixth Amendment:** A person accused of a crime has the right to a speedy, public **jury trial**. People must be told what crimes they are accused of. They have a right to question the people who are accusing them. An accused person has the right to have a lawyer.

jury trial *Trial by other citizens, not just a judge*

- **Seventh Amendment:** In legal **disputes** between persons over more than $20, both sides have the right to a jury trial.

disputes *Disagreements*

- **Eighth Amendment:** People arrested for crimes are entitled to be free on reasonable **bail** while awaiting trial. If a person must pay a fine, it must be a fair amount. People found guilty of crimes shall not be punished in cruel and unusual ways.

bail *Money delivered to the court to guarantee a person will return to court to be tried*

- **The Ninth and Tenth Amendments:** The **Ninth Amendment** says that the listing of rights in the first eight amendments does not mean that these are the only rights people have. It says that all rights not listed in the Constitution or the Bill of Rights belong to the people. The Tenth Amendment says that any powers that the Constitution does not give to the national government belong to the states or the people. The national government has only those powers which are listed in the Constitution.

Happy Birthday Bill of Rights
(Tune Yankee Doodle)

Our founding fathers passed some bills
They're called the Bill of Rights
There's ten amendments in it all
and they protect our rights,

Chorus
Happy birthday Bill of Rights
For 200 years
You've protected freedom
And minimized our fears

The first amendment so it's said
Protects three kinds of freedom
Religion, speech, and the press
We think these are important

Chorus
The second amendment tells us all
That an army is important
And people have the right to keep
Weapons in their houses

Chorus
The third amendment sounds quite strange
To us the way we live
But soldiers won't come stay with you
Unless you invite them in

Chorus
You, your house, and the things you own
The government cannot take
The fourth amendment promises
The right to happiness

Chorus
Amendments 5,6,7, and 8
All have to do with trials
If you're accused of a crime
A fair trial you'll be given

Chorus
Amendments number 9 and 10
Tell people and their states
That they have freedoms that
The government will never take

Chorus

WHAT'S MOST IMPORTANT TO ME?

These are freedoms included in the Bill of Rights. Read them and decide which one is most important to you and write the number 1 next to it. Then continue to number the rest based on their importance, 2 - 8.

_____ Freedom of Religion

_____ Freedom of Speech

_____ Right to speedy, public trial

_____ Right to a lawyer or attorney

_____ Right to a jury trial

_____ Freedom of the press

_____ Right for people to gather together

_____ Right to have people testify for you in a trial

Graph the class results. Have student explain their choices. Discuss why choices differ.

COLONIAL COMMENT

October 10, 1789

EDITORIAL VIEWPOINT

In the box above, draw a cartoon of an amendment that you feel is the most important issue.

(On the back of your editorial tell why you think the issue is the most important. Explain the situation that makes it important and why it should be ratified.)

Activity 11

MAP ACTIVITIES

Look at the map showing the 14 states and the territory that includes Michigan. What did the U.S. look like at this time? What was Michigan called?

Label the states and the Michigan area.

Using the ratification table, color the states according to the date of ratification.

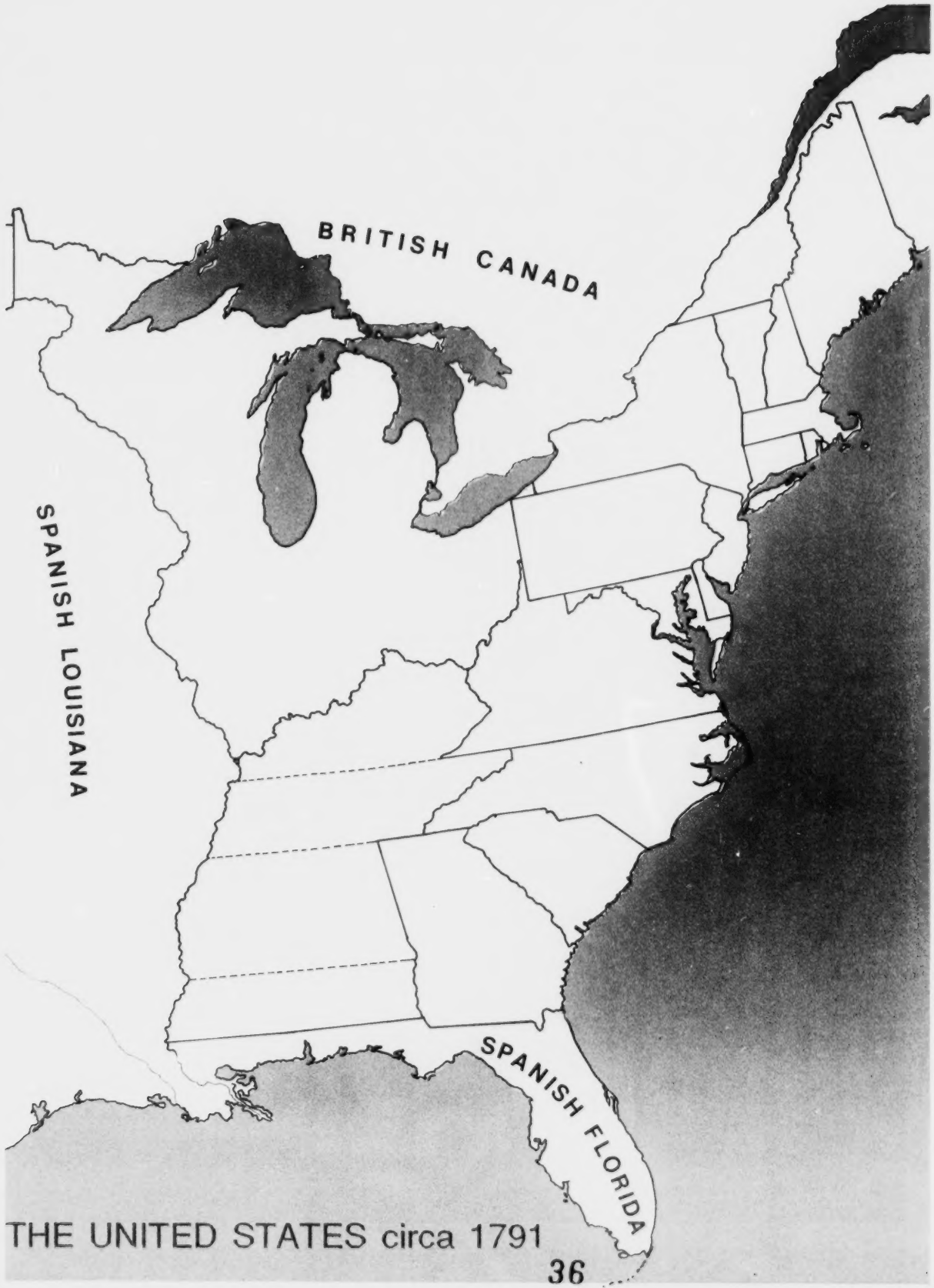
1789 - Red
1790 - Yellow
1791 - Orange

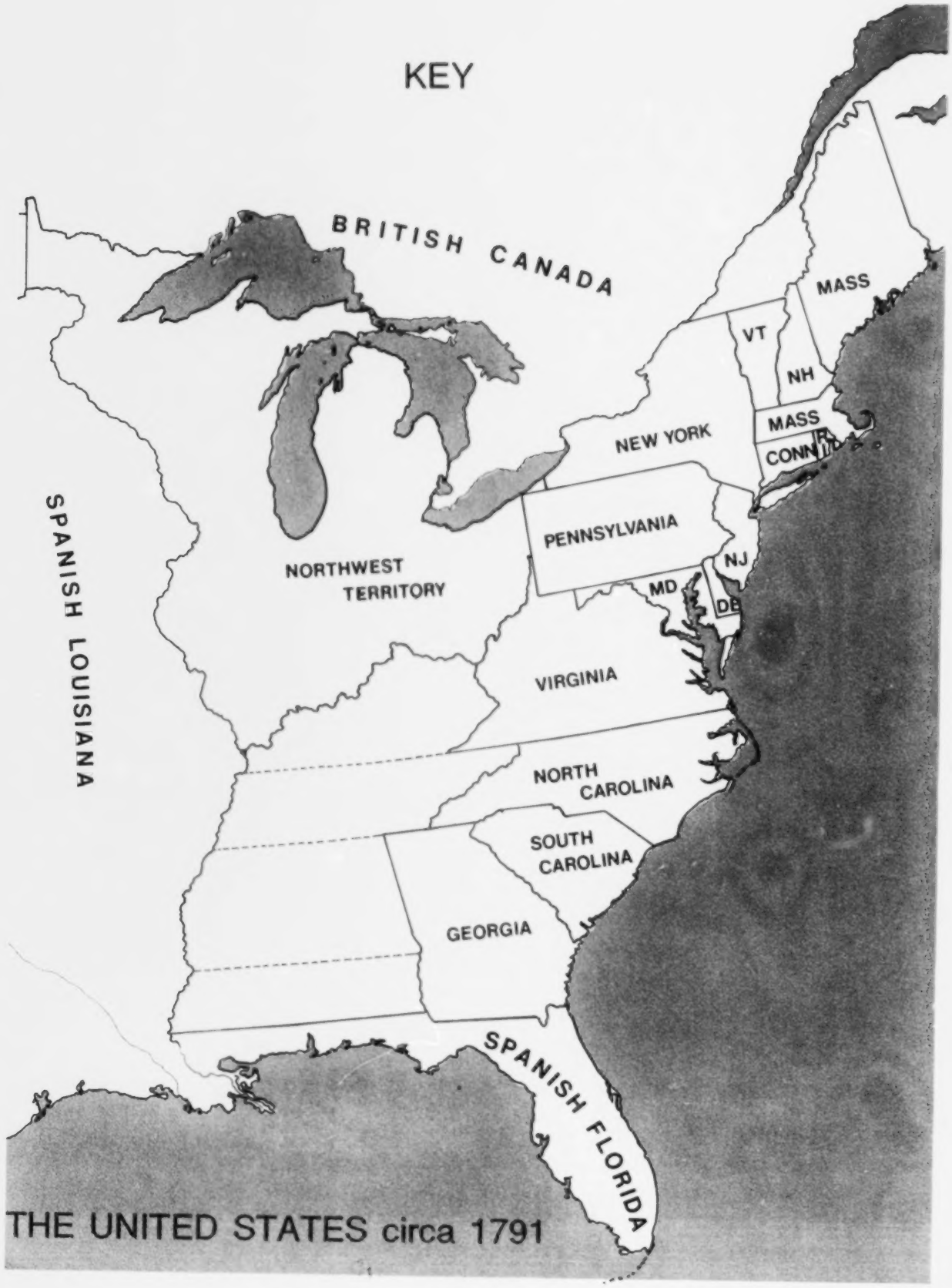
Identify the states that did not ratify the Bill of Rights at this time. Color them green.

Make a key for your map.

Bill of Rights Ratification Table

November 20, 1789	New Jersey	1st
December 19, 1789	Maryland	2nd
December 22, 1789	North Carolina	3rd
January 18, 1790	South Carolina	4th
January 25, 1790	New Hampshire	5th
January 28, 1790	Delaware	6th
February 24, 1790	New York	7th
March 10, 1790	Pennsylvania	8th
June 7, 1790	Rhode Island	9th
November 3, 1791	Vermont	10th
December 15, 1791	Virginia	11th


BRITISH CANADA
SPANISH LOUISIANA
SPANISH FLORIDA
THE UNITED STATES circa 1791
36



THE UNITED STATES circa 1791

Activity 12

TIME LINE

Create a time line to illustrate 200 years of Michigan history and the events that lead to the ratification of the Bill of Rights.

1620	First Europeans see Michigan
1620	Plymouth settled
1632	Lord Baltimore starts Maryland Colony
1668	Fathers Marquette and Dablon build mission at Soo
1701	Cadillac founds Detroit
1754	French and Indian War begins
1763	France signs treaty giving Michigan to Great Britain
1766	Peace treaty ends wars with Pontiac
1770	Boston Tea Party
1775	Revolutionary War begins
1776	Declaration of Independence
1781	Revolutionary War ends
1787	Northwest Territory created
1788	Virginia recommends Bill of Rights
1791	Bill of Rights becomes part of Constitution
1796	British leave Michigan
1805	Michigan Territory created

Events in Michigan History		Events Leading to Bill of Rights
	1600	
First Europeans see Michigan	1620 - 1620	Plymouth Settled
	1650	
	1700	
	1750	
	1800	
Michigan Territory Created	1805	

Activity 13

1791 WHO'S WHO

Learn more about the men who helped created our Bill of Rights. Select one of these famous mena and research his life. Here are some ways to share that information.

Dear Diary — Write a diary page for one day in the life of this person. Pick a day that was important to this person. These reports could be bound together to make a class diary.

Hanging History — Identify important aspects of your person's life. Create a mobile using a hanger. Place a drawing of this individual in the center. Cut out shapes that represent important aspects of this person's life. Write the biographical information on these shapes and hang them from the hanger.

What's in a Name? — Use the person's name to write an acrostic poem. Be sure your statement tells about his life.

Example:Born in Boston
Eighty-one when he ratified the Constitution
Never at a loss for words

Dead History — Write an obituary using the biographical information. Include information on date of birth/death and a summary of his important contributions to history.

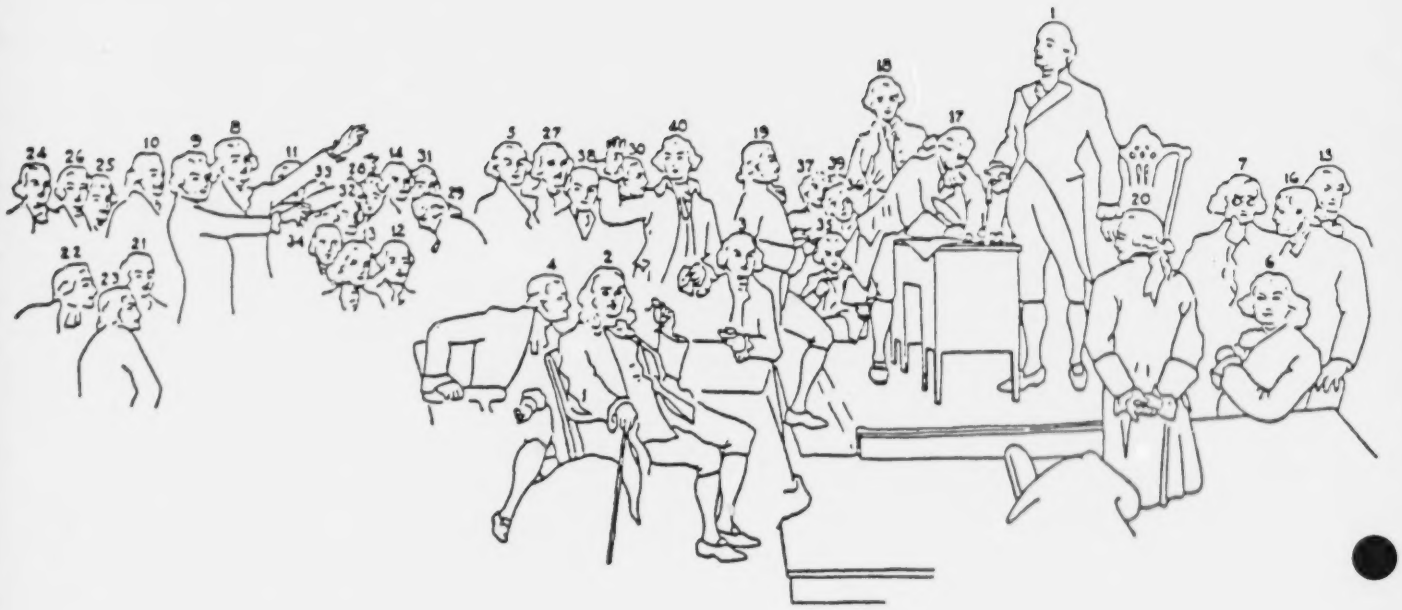
Create a tombstone. You may want to use a shape that signifies something in this person's life.

Write and present an oral eulogy. Include his important contributions to history.

Creative Collage — Make a collage about this person using drawings, pictures and words to tell about his life. Student will then explain the significance of each picture, word, or drawing selected.

Compare and Contrast — After children have shared information about these historical figures, create a list of traits or accomplishments these people shared. Draw some conclusions about the leaders of this historical period.

Name matching — Look at the list of 39 leaders. Did any of them come from Michigan. Explain this. Ask the children if they know anyone with the same name. Check in the phone book to see if there are any people with the same name in our area. Ask the children if they know anyone with the same name. Check in the phone book to see if there are any people with the same name in our area. As the children what they find interesting or unusual about these names.



1.	Washington, George	Va.	14.	McHenry, James	Md.	27.	Langdon, John	N.H.
2.	Franklin, Benjamin	Pa.	15.	Read, George	Del.	28.	Gilman, Nicholas	N.H.
3.	Madison, James	Va.	16.	Bassett, Richard	Del.	29.	Livingston, William	N.J.
4.	Hamilton, Alexander	N.Y.	17.	Spaight, Richard Dobbs	N.C.	30.	Paterson, William	N.J.
5.	Morris, Gouverneur	Pa.	18.	Blount, William	N.C.	31.	Mifflin, Thomas	Pa.
6.	Morris, Robert	Pa.	19.	Williamson, Hugh	N.C.	32.	Clymer, George	Pa.
7.	Wilson, James	Pa.	20.	Jenifer, Daniel		33.	FitzSimons, Thomas	Pa.
8.	Pinckney, Chas.			of St. Thomas	Md.	34.	Ingersoll, Jared	Pa.
	Cotesworth	S.C.	21.	King, Rufus	Mass.	35.	Bedford, Gunning, Jr.	Pa.
9.	Pinckney, Chas.	S.C.	22.	Gorham, Nathaniel	Mass.	36.	Broom, Jacob	Del.
10.	Rutledge, John	S.C.	23.	Dayton, Jonathan	N.J.	37.	Dickinson, John	Del.
11.	Butler, Pierce	S.C.	24.	Carroll, Daniel	Md.	38.	Blair, John	Va.
12.	Sherman, Roger	Conn.	25.	Few, William	Ga.	39.	Bearley, David	N.J.
13.	Johnson, Wm. Samuel	Conn.	26.	Baldwin, Abraham	Ga.	40.	Jackson, William (Secretary)	

Scene at the signing of the Constitution of the United States

1791 Who's Who

1. Name of person _____
2. This person was born in _____ and died in _____.
3. She/he lived in _____
4. His/her occupation was _____
5. His/her early background was _____

   _____

   _____
6. His/her major achievements included _____

   _____

   _____
7. The person is famous because _____

   _____

   _____

   _____

Activity 14

DESIGN A QUILT FOR THE BILL OF RIGHTS

NOTE: Using the Pattern on the next page, students can design their quilts and choose, through cooperative learning, their method of completion. No sewing is required for the oil-cloth quilt. Hand stitching of squares is needed for the material quilt.

Oil Cloth

MATERIALS: Large piece of oil cloth; size of quilt
Smaller cut squares
Mystic or fabric tape
Felt tip markers

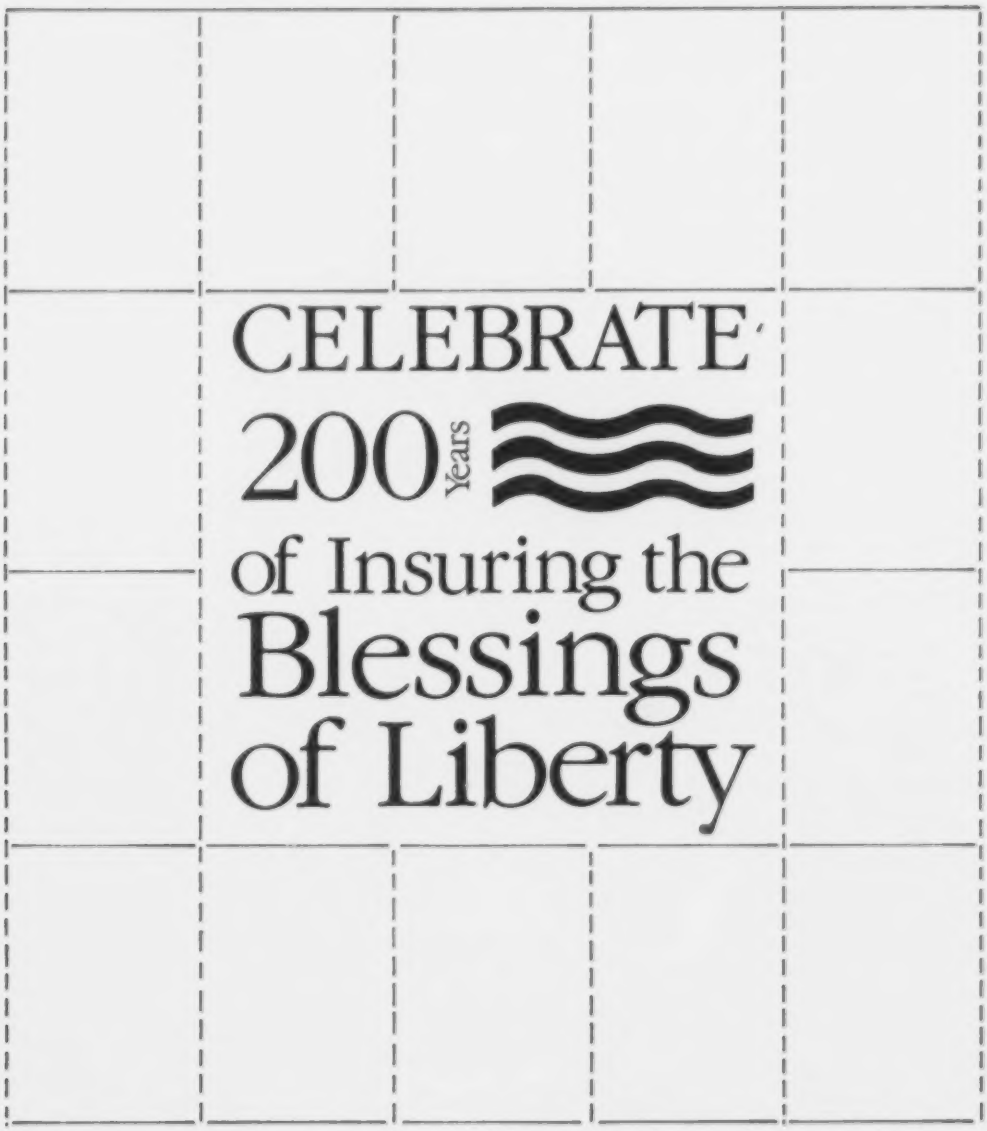
DIRECTIONS: Using felt tip markers, create a picture or symbol to identify each of the first ten amendments. With fabric tape, arrange these around the "Blessings of Liberty" symbol, which is placed in the middle.

Material

MATERIALS: Alternate squares of red and blue cloth
Smaller cut white pieces
Fabric markers (available in craft stores)

DIRECTIONS: Hand or machine sew, alternate red and blue pieces to form the large piece; size of quilt. Using fabric markers, design a symbol or picture which represents each of the first ten amendments. Cut around symbols & hand sew to squares around the "Blessings of Liberty" symbol, which is placed in middle.

<table>
<tr><td>symbol</td><td>symbol</td><td>symbol</td></tr>
<tr><td>symbol</td><td rowspan="2">200 yrs
of insuring the
the Blessings
of Liberty</td><td>symbol</td></tr>
<tr><td>symbol</td><td>symbol</td></tr>
<tr><td>symbol</td><td>symbol</td><td>symbol</td></tr>
</table>


CELEBRATE
200 Years
of Insuring the
Blessings
of Liberty

Activity 15

BILL OF RIGHTS

-------Win, Lose or Draw-------

Directions: Cut out cards with answers on reverse side. Cards represent amendments I-X only. Additional cards can be made for amendments XI - XXVI. Use two teams at chalkboard.

Freedom from unreasonable searches	Right to trial by jury in criminal cases
Right of states to maintain a militia	Reserves for the state powers not granted to the federal government
Freedom of speech	Right to assemble peaceably
Protection against military occupation of person's home	Right to due process of the law with respect of life, liberty or property
All rights not listed in the constitution or bill of rights belong to the people	Freedom from testifying against self of from questions when accused of a crime.
Freedom of the press	Guarantees the right to a lawyer for persons on trial
Guarantees accused persons right to bail	Excessive bail not required
Right to bear arms	Warrants needed by police
Right to trial by jury in disputes over $20.00	Right to petition the government
Protection against cruel and unusual punishment	Freedom of religion

SIXTH AMENDMENT	FOURTH AMENDMENT
TENTH AMENDMENT	SECOND AMENDMENT
FIRST AMENDMENT	FIRST AMENDMENT
FIFTH AMENDMENT	THIRD AMENDMENT
FIFTH AMENDMENT	NINTH AMENDMENT
SIXTH AMENDMENT	FIRST AMENDMENT
EIGHTH AMENDMENT	EIGHTH AMENDMENT
FOURTH AMENDMENT	SECOND AMENDMENT
FIRST AMENDMENT	SEVENTH AMENDMENT
FIRST AMENDMENT	EIGHTH AMENDMENT

Activity 16

NAME THE AMENDMENT

DIRECTIONS: Name the amendment which protects your rights in these situations.

1) You have been accused of destroying property. You are allowed to call a lawyer.

_____

2) The police come to the door of your house to conduct a search. They have a warrant.

_____

3) You want to organize a meeting to influence the government to halt the use of aerosal sprays to protect the environment.

_____

4) A new freeway will pass through your property and the government informs you that they will purchase it for a fair price.

_____

5) You buy and register a gun for hunting.

_____

6) You cannot be sentenced for five years in jail for littering.

_____

7) During peacetime, you find soldiers ready to sleep in your house and you may refuse to allow them.

_____

8) All the powers that the constitution does not give to the national government belong to the state and you.

_____

9) You want to change your religious group because your beliefs are different.

_____

10) The listing of specific rights in the constitution does <u>not</u> mean that rights not listed are forfeited by you.

_____

ANSWERS: 1) Sixth 2) Fourth 3) First 4) Fifth 5) Second 6) Eighth
7) Third 8) Tenth 9) First 10) Ninth

Activity 17

MY BILL OF RIGHTS

Be it hereby known to all people that I, _____, being a citizen in good standing of _____, and being of sound mind and body, do hereby state that I do solemnly wish that each and every one of the following rights are mine and that I understand the responsibility which accompanies that right and that any other right I may want, may be added to this Bill of Rights as further amendments to the aforementioned document.

I. The right to stay up until the hour of 11:00 p.m. at night, knowing that it is my responsibility to get up the next morning and arrive on time for school.

II. The right to listen to my favority song _____, band, _____ or album, _____, knowing that I am responsible _____
_____

III. The right to _____
_____
and it is my responsibility _____
_____

IV. The right to _____
_____
and it is my responsibility _____
_____

V. The right to _____
_____
knowing that I am responsible_____
_____

VI. The right to _____
_____
and the responsibility _____

VII. The right to _____
_____
and the responsibility _____

VIII. The right to _____
_____
and the responsibility _____

IX. The right to _____
_____
and the responsibility _____

X. The right to _____
_____
and the responsibility _____

This Bill of Rights is hereby signed, sealed and ratified this _____ day of _____ in the year _____.

Witnessed by: Signed:

July 1, 1966

Activity 18

DESIGN A STAMP

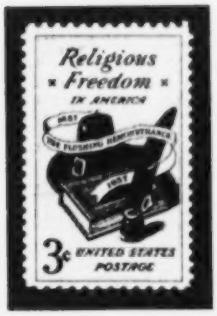
FOR THE

BILL OF RIGHTS

September 25, 1989

NOTE: Two stamps have been issued commemorating the Bill of Rights. One was issued on July 1, 1966 celebrating the 175th anniversary and the other was issued September 25, 1989, the Bicentennial of the passage by congress of the proposed Bill of Rights.

DIRECTIONS: Below are examples of stamps which commemorate amendments in the Bill of Rights. See if you can design more stamps to commemorate all ten amendments in the Bill of Rights. Make them lickable with activity 9 below.



MATERIALS: 8 1/2" x 11" White paper, crayons or markers, small paint brush, small pan, measuring and mixing spoon.

INGREDIENTS FOR GLUE:

1 Pkg. unflavored gelatin
2 Tablespoons fruit juice
1 Teaspoon sugar

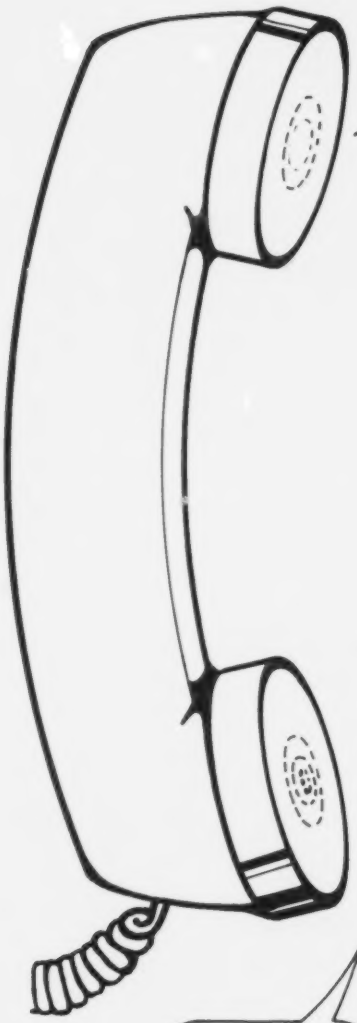
NOTE: **This makes enough for two sheets of stamps**

DIRECTIONS: To make the stamps, divide the paper according to the size stamps you wish. Design your stamps. Make the glue, combining the ingredients in a small saucepan over low heat. Allow it to cool slightly. Using the paintbrush, cover the back of the sheet of stamps with the glue. Let glue dry overnight. To use a stamp, cut one from the sheet and lick the back.

Activity 19

TELEPHONE TALK

Convince your state delegate to sign the Bill of Rights.



Hello?

Hi. This is _____.
I'm calling to discuss the importance of the Bill of Rights.

Activity 20

"I have a warrant for your arrest!"

Students will work in pairs to:

1) Write an affidavit (as a police officer)
2) Write a search warrant (as a judge)

Materials:

Copies of Amendment #4

Affidavits for Search Warrants

Search Warrants

Student Affidavits from packet

Directions:

- Distribute copies of Amendment #4 to groups
- Discuss the meaning of the amendment
- Brainstorm circumstances in which searches & seizures can take place
- Discuss parts of an affidavit

  1) Oath
  2) Probable cause
  3) Location of search
  4) Persons or things to be seized

- Allow students time to write an affidavit
- When finished, students may trade with another group to assume the role of judge to decide if a warrant should be issued and if so to write the warrant.
- Display affidavits & warrants.

AFFIDAVIT FOR SEARCH WARRANT

State of Michigan
County of _____

_____ (name), takes an oath and answers the following questions!

1) Why do you think a crime has been committed?

_____

_____

_____

_____

2) Where do you want to search?

_____

_____

_____

_____

3) Who or what will be seized?

_____

_____

_____

_____

_____
Signature

_____
Date

Activity 21

YOU ARE THE TEACHER

Choose a group leader: _____

Amendment # _____

What does it mean? _____

_____

Circle the idea(s) that your group would like to use to present the amendment to the class:

Skit	Rap
Interview	Editorial comment
Song	Telephone conversation
Puppets	Overhead transparencies
Poem	Cartoons
Newscast	Other _____

What materials do you need? _____

_____

What jobs need to be done? _____

_____

Initial who will do each of the jobs listed above. Set deadlines. Arrange practice times.

. . . . . .

TODAY IS THE DAY!

How did it go?!_____

If you were to do this again, what would you do differently? _____

_____

What did you like about it? _____

_____

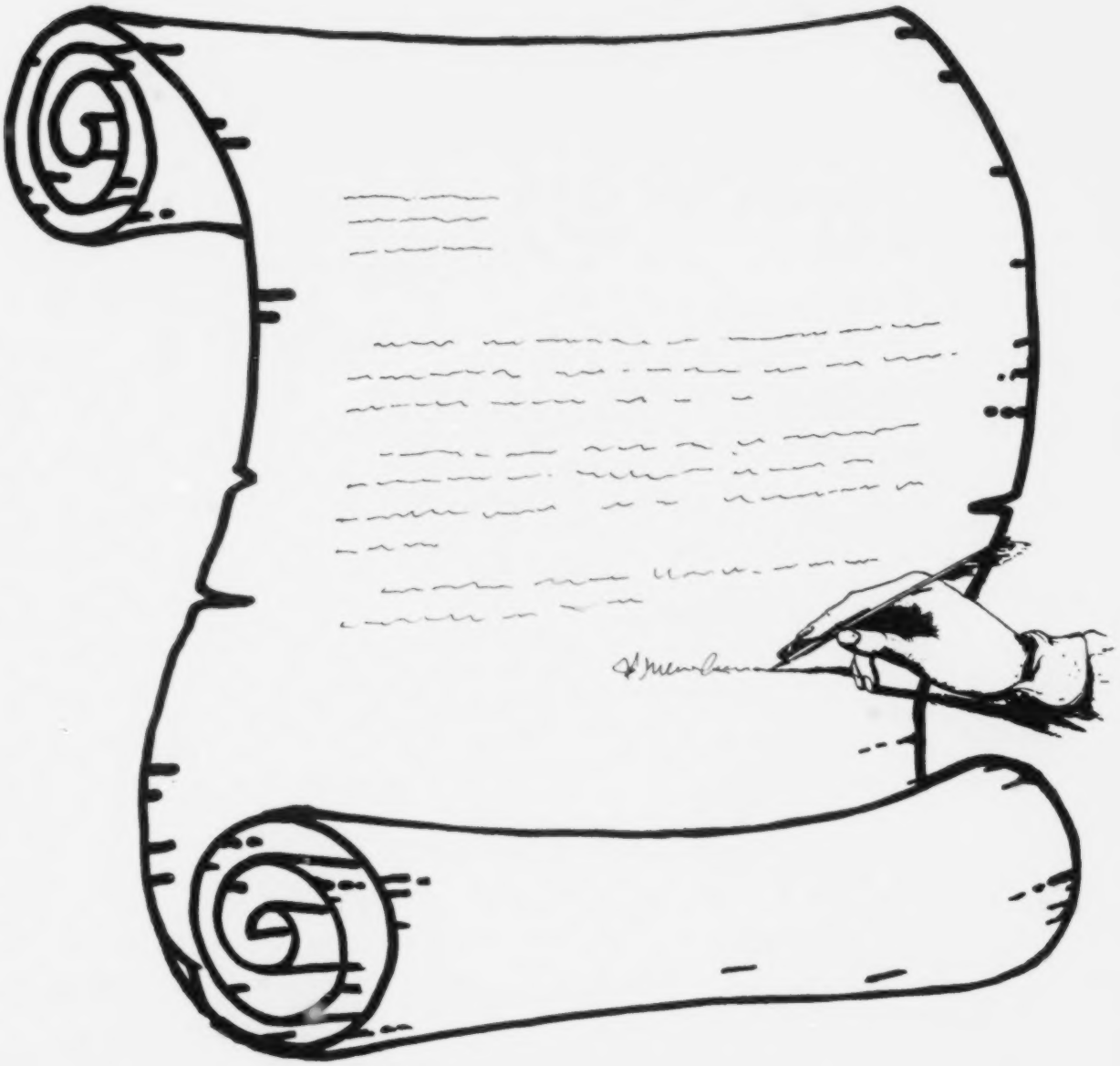
What did you like about it?

_____

_____

Activity 22

Pen Pals



Write a letter to your friend back in England explaining the meaning and importance of the Bill of Rights.

STATE OF MICHIGAN

JAMES J. BLANCHARD, Governor

Department of Management
and Budget
Shelby P. Solomon, Director

MICHIGAN COMMISSION ON THE BICENTENNIAL
OF THE UNITED STATES CONSTITUTION

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P.O. Box 30026 Lansing, Michigan 48909
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Patricia L. Amador
Secretary

Dear Secondary Teacher:

These strategies were created to help your students understand the basic principles and historic origin of the Bill of Rights. They were designed to reflect the learning styles of both middle school and high school students.

We were pleased to participate in the Bill of Rights workshop and hope that the activities we developed will be useful to you in your classroom.

Sincerely,

Middle School	High School
Dennis Chechlowski	Carol Duncan
Stephanie Kittleson	Mary Evans
Kathy Mecsey	Linda Spycher
Fred Nowotny	Mary Ryan Taras
	Robert Wroblewski

PRINTED ON
RECYCLED PAPER

Activity 23

RATIFICATION - VACATION

The students should work in groups to tour "vacation hot-spots" within each of the states in the order of ratification. Have the students bring back a souvenir from each state visited. In their travels, students will calculate the distances between state capitals.

Materials:

Atlases/Encyclopedias/Almanacs
Almanacs
1791 Reproducible Map (Appendix)
Crayons/colored pencils (optional)
Ratification Vacation Mileage Sheet
Library books on East Coast states (optional)
Library trip (optional)
State ratification list
Rulers

Procedure:

1. Hand out 1791 maps and ratification list.
2. Students research each of the 11 states for a "souvenir" that symbolizes each state.
3. Students label the capitals on the map and color the maps.
4. Students measure and record distances between the state capitals in the order that they ratified the Bill of Rights. Place answers on mileage sheet.
5. Each student in group presents to the class a souvenir he/she has brought back to represent each state (i.e, Virginia - cotton, New York - Empire State Building), with a short explanation. (These souvenirs can be in the form of pictures, drawings, or any medium that represents their "souvenir").

Answer Key:

State	Date/Year Ratified	To	
1. New Jersey (Trenton)	Nov. 20, 1789	Annapolis	153
2. Maryland (Annapolis)	Dec. 19, 1789	Raleigh	277
3. North Carolina (Raleigh)	Dec. 22, 1789	Columbia	204
4. South Carolina (Columbia)	Jan. 18, 1790	Concord	930
5. New Hampshire (Concord)	Jan. 25, 1790	Dover	423
6. Delaware (Dover)	Jan. 28, 1790	Albany	307
7. New York (Albany)	Feb. 27, 1790	Harrisburg	273
8. Pennsylvania (Harrisburg)	March 10, 1790	Providence	343
9. Rhode Island (Providence)	June 7, 1790	Montpelier	214
10. Vermont (Montpelier)	Nov. 3, 1791	Richmond	621
11. Virginia (Richmond)	Dec. 15, 1791		
		TOTAL	3,745

MILEAGE FIGURES SUPPLIED BY AAA OF MICHIGAN

RATIFICATION VACATION MILEAGE SHEET

Trenton to Annapolis	_____miles
Annapolis to Raleigh	_____miles
Raleigh to Columbia	_____miles
Columbia to Concord	_____miles
Concord to Dover	_____miles
Dover to Albany	_____miles
Albany to Harrisburg	_____miles
Harrisburg to Providence	_____miles
Providence to Montpelier	_____miles
Montpelier to Richmond	_____miles

TOTAL MILEAGE _____

RATIFICATION - VACATION

Capitals Answer Key

THE UNITED STATES circa 1791

Activity 24

POLITICAL CARTOONS

1) Bring in a political cartoon from newspapers or magazines to share in a class discussion.

2) Pick a specific freedom protected by the Bill of Rights.

3) Draw a cartoon showing what would happen if that right was lost.

4) Create a title for your cartoon, use word balloons or captions, and color your cartoon.

5) Share and discuss the cartoon with the class.

6) Design and draw a cartoon depicting a school rule.

_____

Cartoon Title

Activity 25

FOOD FOR THOUGHT - PLACEMAT

MATERIALS: Colored Pencils or Crayons
Plain Sheet of Paper (8 1/2 x 11) or (8 1/2 x 14)

PROCEDURE:

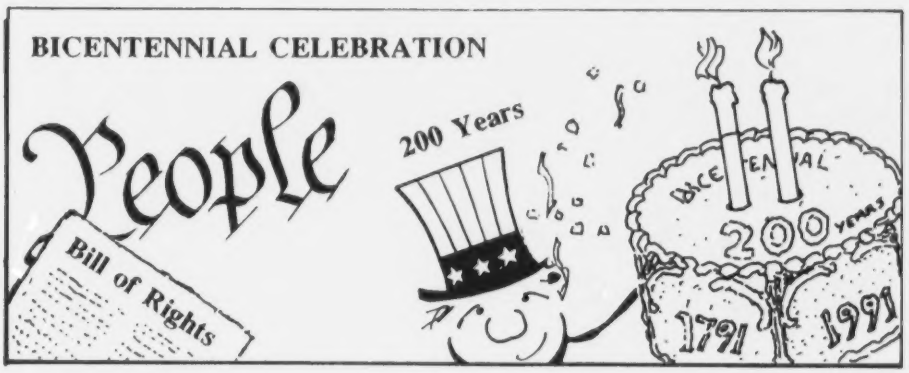
1) Turn sheet sideways so it appears like a placemat

2) Students are to design a placemat using the Bill of Rights as theme.

3) Words/ideas to include on placemat:
200 years; Bicentennial; Bill of Rights; 1791-1991; December 15; Liberty - or other similar ideas

4) Students may use drawings and script or all script and any colors they choose.

EXAMPLE:



Other Suggestions: Designs Could Be Used In:

1. T-Shirt Contest! (Permanent Markers).
2. Contact local restaurants about using winning designs as paper placemats during Bill of Rights Celebration.

Activity 26

THE BILL OF RIGHTS - CLASS ACT

PROCEDURE:

1) In small groups, have the students compile their own Bill of Rights (15-25 minutes)

2) Have the groups report their Bill of Rights proposals to the class.

3) Reach a consensus on 10 proposals. This is the class Bill of Rights.

4) Write the class Bill of Rights on the board.

5) Each student should make an official copy from the board.

6) All students should sign each individual copy of the class Bill of Rights.

Activity 27

AMENDMENT CONVENTION

MATERIALS:
Bill of Rights Continuum Chart
Poster paper/construction paper
Crayons/colored pencils
Tape

PROCEDURE:

1. In small groups, have students discuss and rank the first ten amendments on a continuum in order of importance. Group discussion and agreement are vital before placement on the continuum.

2. Groups should select a brief phrase or key words to connect the amendment to its ranking number.

3. Groups develop a campaign slogan, an accompanying poster/banner, and a written speech that "inspires" others to adopt it as their favorite amendment.

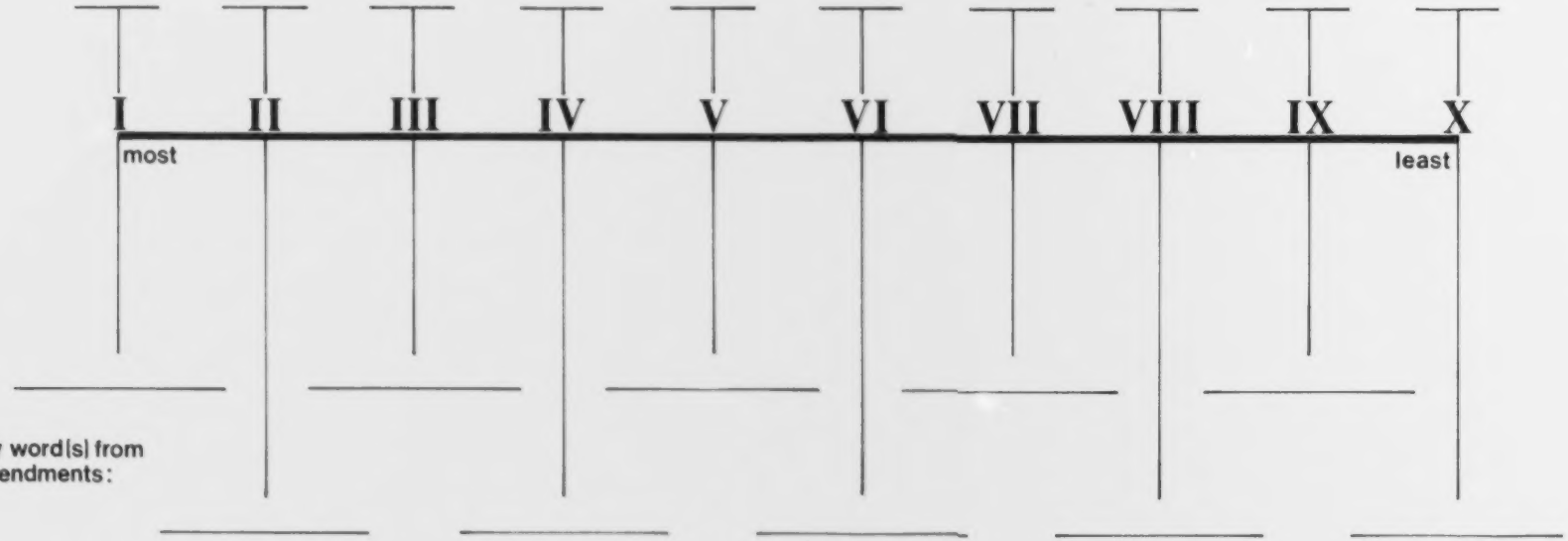
4. Hold a mock Amendment Convention in which each group campaigns for its favorite amendment.

5. After campaigning, hold a class election to select the favority class amendment.

6. Display the posters throughout the room or school.

BILL OF RIGHTS CONTINUUM CHART

Rank amendments in order of group-determined importance:



Activity 28

SCRAMBLED STATES

Can you decode the names of the eleven states that ratified the Bill of Rights by 1791?

1.	Y E E W N J S R E	1.	_____
2.	A P N L E N S A Y N V I	2.	_____
3.	A Y R L A N D M	3.	_____
4.	I I I G V R N A	4.	_____
5.	R N V E M O T	5.	_____
6.	W E N I P H E S H R A M	6.	_____
7.	R A H O A T N C O R L N I	7.	_____
8.	R A E W E A L D	8.	_____
9.	R E N K Y O W	9.	_____
10.	D E H S A O N D I R L	10.	_____
11.	A O C R S H N U L O T A I	11.	_____

Answer Key:

1. New Jersey 2. Pennsylvania 3. Maryland 4. Virginia 5. Vermont 6. N. Hampshire
7. N. Carolina 8. Delaware 9. New York 10. Rhode Island 11. South Carolina

Activity 29

BILL OF RIGHTS CHRONICLE

MATERIALS: Use blank, "The ---- News" provided.
See appendix for resources

PROCEDURE:

1. Have each student select a title for his/her newspaper.
2. Students will write two articles. One will be a factual, narrative account of the Bill of Rights Ratification. The second will be a fictional, human interest story about the Bill of Rights. Point of view should be from 1791.
3. Student should write headlines for each article.
4. (Option) The articles could be printed in a classroom Bill of Rights newspaper.

Activity 30

CULTURAL QUILTS

MATERIALS:

Trip to Library
Construction paper
Notebook paper
Pencils
Bill of Rights (Appendix)
Related Amendments (Appendix)
Crayons/colored pencils
Erasers
Scissors
Glue
Cultural Quilts Handout

PROCEDURE:

1. Distribute Bill of Rights and Related Amendment lists and Cultural Quilts Handout.
2. In small groups, have students research contributions made by a particular disenfrancished people listed on the Cultural Quilts handout.
3. Each group should choose one contribution from their population segment and design a quilt square made of construction paper to depict its contribution to our country.
4. Join all "quilt" squares together on a bulletin board or wall.

CULTURAL "QUILTS"

Even though neither the Constitution nor the Bill of Rights guaranteed the right to vote, many people believe voting is an essential element of a democracy. From the founding of our nation to the present, the right to vote (suffrage) has been extended to many groups through amendments and court actions.

Blacks, women, and young adults have gained the suffrage by constitutional amendments. Native Americans have secured this right through court decisions.

Many individuals who did not have suffrage have made important contributions to American society. This assignment allows you to explore the contributions made to our country by the disenfranchised.

Cite the amendment and the year for the following groups:

	Amendment	Year Ratified
Blacks	_____	_____
Women	_____	_____
Young Adults	_____	_____

What were some contributions to American society made by any one of the above groups or by Native Americans:

_____

_____

_____

_____

Choose one of these contributions to make into a cultural "quilt" pattern on the construction paper provided by your teacher.

MATERIALS:

Trip to Library	Crayons/colored pencils
Construction paper	Erasers
Notebook paper	Scissors
Pencils	Glue

Bill of Rights (see appendix)
Related Amendments (see appendix)

PROCEDURE:

1. Distribute Bill of Rights and Related Amendment lists.

   Teacher will list on the board groups who have been guaranteed suffrage through amendments and court cases.

   a. Women
   b. Blacks
   c. Native Americans (court cases)
   d. 18-20 year olds

   Students will cite the amendment and year in which each of the groups gained suffrage.

2. In small groups, have students research contributions made by a particular disenfranchised listed above or by Native Americans.

3. Choose one contribution from their population segment and design a quilt square made of construction paper to depict its contribution to our country.

4. Join all "quilt" squares together on a bulletin board or wall.

Activity 31

BILL OF RIGHTS COLLAGE

MATERIALS: Assorted magazines, paste or rubber cement, construction paper.

PROCEDURE:

1) Describe and/or show an example of a collage.

2) Individually or in groups, have students cut out pictures depicting as many freedoms as they can find.

3) Have students write a brief paragraph explaining which freedom is most important to them.

4) Display collages.

Activity 32

AD-LIBBING FREEDOM

MATERIALS: Three Handouts
Bill of Rights (Appendix)

PROCEDURE:

1. Distribute "Ad-Libbing Freedom I" and have students fill in the blanks with the words to match the parts of speech.

2. Distribute "Ad-Libbing Freedom II" and have students fill in blanks with words from "Ad-Libbing Freedom I". Students can then share their answers with each other.

3. Distribute "Ad-Libbing Freedom III."

AD-LIBBING FREEDOM I

Fill in any word that is the correct part of speech for each line. Transfer these words in numbered order onto Ad-Lib Freedom II. Share your Ad-Lib Freedom.

I.

1)	Proper noun	_____	6)	Noun	_____
2)	Noun	_____	7)	Verb	_____
3)	Noun	_____	8)	Verb	_____
4)	"ing" verb	_____	9)	Plural noun	_____
5)	Noun	_____			

* * * *

AD-LIBBING FREEDOM II

Amendment I.

1)_____ shall make no 2)_____ respecting an establishment of 3)_____, or 4)_____ the free exercise thereof; or abridging the freedom of 5)_____, or of the 6)_____, or the right of the people peaceably to 7)_____, and to 8)_____ the Government for a redress of 9)_____.

* *

Amendment II.

A well regulated 1)_____, being necessary to the 2)_____ of a free State, the right of the people to 3)_____ and 4)_____ Arms, shall not be infringed.

* *

Amendment III.

No 1)_____ shall, in time of peace be 2)_____ in any 3)_____, without the consent of the 4)_____, nor in time of 5)_____, but in a manner to be 6)_____ by law.

* *

Amendment IV.

The right of the 1)_____ to be 2)_____ in their persons, houses, papers, and effects, against 3)_____ searches and 4)_____, shall not be violated, and no 5)_____ shall issue, but upon probable cause, supported by 6)_____ or affirmation, and particularly describing the 7)_____ to be searched, and the 8)_____ or things to be 9)_____.

* *

AD-LIBBING FREEDOM III

Using the words below the amendment, fill in the blanks with the correct answers. Use the Bill of Rights to check your answers.

Amendment I.

_____ shall make no _____ respecting an establishment of _____, or _____ the free exercise thereof; or abridging the freedom of _____, or of the _____, or the right of the people peaceably to _____, and to _____ the Government for a redress of _____.

Speech	Religion	Prohibiting
Petition	Assemble	Congress
Grievances	Press	Law

* *

Amendment II.

A well regulated _____, being necessary to the _____ of a free State, the right of the people to _____ and _____ Arms, shall not be infringed.

Bear	Security
Militia	Keep

* *

Amendment III.

No _____ shall, in time of peace be _____ in any _____, without the consent of the _____, nor in time of _____, but in a manner to be _____ by law.

Owner	War	Soldier
House	Prescribed	Quartered

* *

Amendment IV.

The right of the _____ to be _____ in their persons, houses, papers, and effects, against _____ searches and _____, shall not be violated, and no _____ shall issue, but upon probable cause, supported by _____ or affirmation, and particularly describing the _____ to be searched, and the _____ or things to be _____.

Oath	People	Secure
Seized	Warrants	Seizures
Unreasonable	Persons	Place

* *

Activity 33

UP IN THE AIR OVER SMOKE

MATERIALS: Position statements provided
Bill of Rights (Appendix)

PROCEDURE:

1. Have students read the two position statements.
2. Have volunteers divide into two debate teams with 3-5 students per team; one team in favor of a smoking environment, the other in favor of a smoke-free environment. Allow teams ample time to prepare their cases.
3. Non-team members write out a pre-debate position paper.
4. Non-team members serve as the audience and take notes during the debate.
5. Debate teams debate the issue in terms of information provided on smoking and the environment, and personal rights.
6. After the debate and note-taking, the entire class looks over the Bill of Rights to see if it addresses the issue of smoking and the environment.
7. Discuss the possibility of a future need for an amendment that protects or prohibits smoking in public places. (**Focus attention** on how difficult it is to decide an issue that will ultimately affect future generations).
8. Students then draft individual amendments based on the debate, the discussion and individual notes that support a smoke-free environment or a smoking environment. (**Again, focus attention** on the importance of an amendment "standing the test of time.")
9. Share and discuss amendments.

For further information write to:

The American Cancer Society
Michigan Division, Inc.
1205 E. Saginaw Street
Lansing, Michigan 48906

The Tobacco Institute
1875 I Street, N.W.
Suite 800
Washington, D.C. 20006

UP IN THE AIR OVER SMOKE

Facts supporting the non-smoker's right to a smoke-free environment: (Provided by the American Cancer Society, Michigan Division, Inc.)

1. Involuntary smoking is a cause of lung disease, including lung cancer, in healthy non-smokers. As many as 5,000 non-smokers die each year as a result of ETS exposure.

2. Environmental tobacco smoke (ETS) can be a substantial contributor to the level of indoor air pollution concentrations of respirable particles, benzene, acrolein, N-nitrosamine, pyrene, and carbon monoxide. ETS is the only source of nicotine and some N-nitrosamine compounds in the general environment.

3. The main effects of the irritants present in ETS occur in the conjunctiva of the eyes and the mucous membranes of the nose, throat, and lower respiratory tract. These irritant effects are a frequent cause of complaints about poor air quality due to environmental tobacco smoke.

4. Blood levels of nicotine are higher in non-smokers exposed to ETS.

5. Simple separation of smokers and non-smokers within the same airspace does not eliminate exposure to ETS. The smoke particles are so small (submicron) that air currents quickly distribute them throughout the airspace.

6. The trend to protect non-smokers from ETS can benefit smokers by encouraging them to stop their unhealthy habit.

Facts supporting the smoker's right to smoke in their environment: (Provided by the Tobacco Institute).

1. Smoking is a legal activity for adults.

2. Smokers should have the freedom of choice regarding their leisure activities.

3. Segregation of American citizens due to their leisure activities, infringes on their freedom of choice.

4. Poor ventilation is the cause of indoor air pollution, not cigarette smoke.

5. The Tobacco Institute claims that there is no conclusive evidence that environmental tobacco smoke (ETS) causes any health problems for non-smokers.

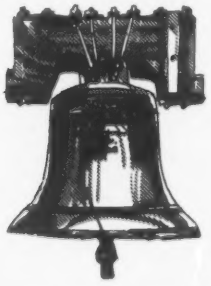
6. Smokers have the right to choose habits that other people think are unhealthy.

Activity 34

FINDING THE BILL OF RIGHTS

In which amendment would you look to find each freedom?

	Freedom	Amendment
1)	Due process of Law	1._____
2)	Freedom from unreasonable search	2._____
3)	Freedom from double jeopardy	3._____
4)	Freedom from excessive bail	4._____
5)	Freedom of speech	5._____
6)	Right to bear arms	6._____
7)	Right to a speedy trial	7._____
8)	Freedom from cruel and unusual punishment	8._____
9)	Right of people to peaceably assemble	9._____
10)	No quartering of soldiers	10._____
11)	Right to trial by jury	11._____
12)	Right to be confronted by witnesses	12._____



This We'll Defend

Answer Key: 1) V 2) IV 3) V 4) VIII 5) I 6) II
7) VI 8) VIII 9) I 10) III 11) VI' 12) VI

Activity 35

BILL OF RIGHTS SECRET MESSAGE

Find words related to the Bill of Rights to fit definitions. Place letters from definitions on corresponding blanks in secret message.

1. To Break Away or Disregard a Law or Treaty

3		20				1	2

2. To Shorten or Condense

	5	6			4	

3. Civilian Military Force

7		8		9		

4. To Disallow

	11	12	28				10

5. Beyond Normal Bounds of Moderation

13		14	27		25					16	15

6. Citizens Determine Evidence to Indict a Person of a Crime (2 words)

	17	19	26	24					18	

7. Declaration By a Person Under Perjury Penalty who Conscientiously Declines Taking Oath

	21	22							23	

8. Tried Twice For Same Offense (2 words)

	29	32								
		30		31						

9. To Make Certain or Learn By Inquiry

	33		34				35			

Secret Message:

1	13	31	11	19	26	10	27	34	33			12	20
21	6	2	15	24	29	7	:						
18	23	32	17		5	3	8	16				30	22
14	35	4	28	9	25								

BILL OF RIGHTS SECRET MESSAGE

Answer:

1.	I 3	N	F 20	R	I	N	G 1	E 2				
2.	A	B 5	R 6	I	D	G 4	E					
3.	M 7	I	L 8	I	T 9	I	A					
4.	P	R 11	O 12	H 28	I	B	I	T 10				
5.	U 13	N	R 14	E 27	A	S 25	O	N	A	B	L 16	E 15
6.	G	R 17	A 19	N 26	D 24		J	U	R	Y 18		
7.	A	F 21	F 22	I	R	M	A	T	I	O 23	N	
8.	D	O 29	U 32	B	L	E						
	J	E	O 30	P	A 31	R	D	Y				
9.	A	S 33	C	E 34	R	T	A	I 35	N			

G 1	U 13	A 31	R 11	A 19	N 26	T 10	E 27	E 34	S 33	O 12	F 20
F 21	R 6	E 2	E 15	D 24	O 29	M: 7					
Y 18	O 23	U 32	R 17		B 5	I 3	L 8	L 16	O 30	F 22	
R 14	I 35	G 4	H 28	T 9	S 25						

BILL OF RIGHTS BINGO

OFFICIAL CARD

		FREE SPACE		

Select 24 Bill of Rights words from the following list. Put one word in each open square. Cover or cross out the word as it is called by your teacher. Shout "Bill of Rights" as soon as you have five in a row or "four corners."

1) Congress
2) Law
3) Religion
4) Prohibiting
5) Abridging
6) Speech
7) Press
8) Assemble
9) Petition
10) Government
11) Grievances
12) Militia
13) Security
14) State
15) Bear
16) Arms
17) Infringed
18) Soldier
19) Quartered
20) Prescribed
21) Secure
22) Persons
23) Houses
24) Papers
25) Unreasonable
26) Search
27) Seizure
28) Violated
29) Warrants
30) Probable
31) Affirmation
32) Searched
33) Seized
34) Crime
35) Indictment
36) Grand Jury
37) Jeopardy
38) Witness
39) Life
40) Liberty
41) Property
42) Compensation
43) Prosecution
44) Speedy
45) Trial
46) Confronted
47) Compulsory
48) Counsel
49) Defense
50) Excessive
51) Bail
52) Fines
53) Imposed
54) Cruel
55) Inflicted
56) Enumeration
57) Constitution
58) Construed
59) Disparage
60) Delegated

Activity 37

THE FIRST AMENDMENT AND THE PUBLIC SCHOOLS

Read the case descriptions and respond to the questions on the following worksheet.

Case No. 1: Tinker v. Des Moines School District

In 1965, several students wore black armbands to their public school classes as a symbol of protest against the Vietnam War. They were suspended from school for violating a school board ruling which banned black armbands from all schools. The students contended that the School Board had violated their rights.

Consider these questions:

1. Should wearing an armband be regarded as symbolic speech and be protected under the First Amendment?
2. Does the "disciplined atmosphere of the classroom" have greater importance than the disruptive potential of protest?
3. Does active opposition to government policy present a "clear and present danger" to American society?

What if:

... there had been so much disruption in the school that no one could teach or learn?

... the Court had decided the opposite?

... the School Board had instead adopted a dress code?

Case No. 2: Bethel School District No. 403 V. Fraser

In 1983, Matthew delivered a speech at a school assembly nominating a fellow student at Bethel High School for student elective office. This assembly was held during school hours and was attended by about 600 students, 14-18 years old. In his speech, Matthew referred to his candidate in terms of "an elaborate, graphic, and explicit sexual metaphor." Some of the students hooted and yelled, some were seen making sexual gestures, and some seemed embarrassed. Matthew was suspended for three days and removed from a list of potential student graduation speakers because he violated a school rule against "disruptive conduct." Matthew filed suit contending that this punishment was a violation of his First Amendment rights.

Consider these questions:

1. Is it an appropriate function of a public school to prohibit vulgar and offensive language?
2. Is this case about freedom to advocate controversial views in schools or is it about society's interest in teaching students the boundaries of socially appropriate behavior?

3. Is audience reaction an appropriate way to judge the content of a speech?

What if:

... a girl had made a sexually explicit speech?

... the speech had been considered unpatriotic?

Case No. 3: Hazelwood School District v. Kuhlmeier

The Spectrum, the school newspaper at Hazelwood High School, intended to publish two articles. One discussed the impact of divorce on students at the high school and the other dealt with the experiences of pregnant students. The principal deleted these two articles because he felt that they were inappropriate for younger students and because the stories may violate the privacy of both students and parents. The student staff members filed suit contending that their first amendment rights were violated.

Consider these questions:

1. May a teacher or administrator control the contents of a high school newspaper produced as part of the school journalism curriculum?

2. Is there a difference between personal expression and school sponsored expression in a school newspaper?

What if:

... the newspaper article was well researched and accurate, just unpopular?

... students published an article critical of certain teachers or of certain students?

Case No. 4: Westside Community Schools v. Mergens

In 1985, Bridget asked her high school principal if she could begin an after-school Bible club. The principal refused because he felt that this would be in violation of separation of church and state. Bridget's attorneys filed suit based on the Equal Access Act which said that public schools may not discriminate against school clubs for ideological reasons.

Consider these questions:

1. Is this case about freedom of religion or about equal treatment for all school clubs?

2. Would allowing this club be disruptive to the educational process?

3. Is a Bible study club the same as a political or issue oriented club?

What if:

... a student wanted to start a neo-Nazi/white supremist club?

... Satanist students wanted equal time?

FIRST AMENDMENT AND PUBLIC SCHOOLS
WORKSHEET

What First Amendment right is involved in this case?

If you were on the Supreme Court, how would you rule in this case?

How would your ruling protect a democratic society?

How would your ruling protect both justice and security for the nation?

Does your emotional reaction to this situation differ from your ruling?

Consider these questions:

1.

2.

3.

NOTES FOR THE TEACHER ON THE
FIRST AMENDMENT CASES AND
WORKSHEET

Have the students read the case descriptions and respond to the questions on the worksheet. For your information, the court decisions are as follows:

Case No. 1: [The Supreme Court ruled 7 - 2 against the Des Moines School Board. [Tinker v. School District, 393 U.S. 503 (1969)]

Key Quotes: Fortas, majority: Neither students nor teachers "shed their constitutional rights to freedom of expression at the schoolhouse gate"... Schools "may not be enclaves of totalitarianism"... Where there is no finding and no showing that the exercise of the forbidden right would "materially and substantially interfere with the requirements of appropriate discipline in the operation of the school", the prohibition cannot be sustained.

Case No. 2: The Supreme Court ruled 7 - 2 in support of the Bethel School District stating that the student's lewd and offensive speech had no claim to First Amendment protection. [Bethel School District v. Matthew Fraser, 478 U.S. 675, 1986]

Key Quotes: Burger, majority: "These cases recognize the obvious concern on the part of parents, and school authorities acting in loco parentis to protect children - especially in a captive audience - from exposure to sexually explicit, indecent, or lewd speech...." "The First Amendment does not prevent the school officials from determining that to permit a vulgar and lewd speech such as Matthew's would undermine the school's basic educational mission.

Case No. 3: The Supreme Court ruled 5 - 3 that the principal had acted properly in deleting the articles. [Hazelwood School District (Missouri) v. Kuhlmeier, 98 L Ed 2nd 592, 1988]

Key Quotes: White, majority: "A school need not tolerate student speech that is inconsistent with its 'basic educational mission'." "We hold that educators do not offend the First Amendment by exercising editorial control over the style and content of student speech in school-sponsored expressive activities so long as their actions are reasonably related to legitimate pedagogical concerns." Brennan, minority: The Principal "violated the First Amendment's prohibitions against censorship of any student expression that neither disrupts classwork or invades the rights of others."

Case No. 4: In 1990, the Supreme Court ruled 8 - 1 in favor of Bridget Mergens [Board of Education of the Westside Community Schools v. Bridget Mergens, 867 F. 2nd 1076]

Key Quotes: O'Connor, majority: "there is a crucial difference between government speech endorsing religion, which the Establishment Clause forbids, and private speech endorsing religion, which the Free Speech and Free Exercise Clauses protect. We think that secondary school students are mature enough and are likely to understand that a school does not endorse or support student speech that it merely permits on a nondiscriminatory basis." Stevens, minority: "The Court's construction of this Act, however, leads to a sweeping intrusion by the federal government into the operation of our public schools, and does so despite the absence of any indication that Congress intended to divest local school districts of their power to shape the educational environment."

Activity 38

INTERPRETING A CONSTITUTIONAL AMENDMENT:

WHO HAS THE RIGHT TO KEEP AND BEAR ARMS?

When the meaning of a constitutional amendment is unclear, how does the U.S. Supreme Court interpret its meaning? Four methods have been used to discern the meaning of a provision in the U.S. Constitution. Use each method to interpret the meaning of the Second Amendment by answering the questions below.

I. Plain Language

A. Does the language of the Second Amendment convey a clear and undisputed meaning? If not, what alternative meanings are suggested by the wording?

B. Is the meaning of a phrase such as "the right of the people to keep and bear Arms" influenced by the context of the entire amendment?

C. Does the phrase, "a well regulated Militia, being necessary to the security of a free State" affect the meaning of the phrase, "the right of the people to keep and bear Arms, shall not be infringed?"

D. Are there any limitations to using only plain language to interpret the meaning of an amendment?

II. Precedent

A. For each of the following cases summarize what the U.S. Supreme Court has stated about the meaning of the Second Amendment:

U.S. v. Cruikshank, 92 U.S. 542 (1875)
Presser v. Illinois, 116 U.S. 252 (1886)
U.S. v. Miller, 307 U.S. 174 (1939)

B. Under what circumstances, if any, should the Court depart from precedent in interpreting the meaning of the amendment?

III. Intent of the Framers

A. What historical circumstances led to the proposal of this amendment?

B. What did the Framers intend the Second Amendment to mean?

C. Can the intent of the Framers be discerned?

D. Was there agreement among the Framers about the meaning of the amendment?

E. Is the intent of the Framers relevant in determining the meaning of the amendment today?

IV. Public Policy Considerations

A. Should contemporary problems, conditions and public policy considerations influence the interpretation of an amendment? Under what circumstances?

B. Should the interpretation of the amendment be based on current majority public opinion?

Write an essay stating your interpretation of the Second Amendment. Use the four methods of interpreting a constitutional provision to support your position.

Activity 39

QUARTERING TROOPS: IS THERE A FUTURE FOR THE THIRD AMENDMENT?

The quartering of soldiers in private residences has not been an issue in modern American history. As a result, this amendment has not been clearly interpreted.

Can you think of any future situations where this amendment might be utilized? *For example*: There is a massive earthquake in San Francisco and the president orders U.S. army troops to help local authorities maintain order.

1.

2.

3.

4.

Since there are no Supreme Court rulings on this amendment, it is open to interpretation. Which of the following locations do you think it would be legal for U.S. soldiers to use as quarters without the consent of the owner?

1. _____ neighborhood public school
2. _____ private hospital
3. _____ bank
4. _____ your home
5. _____ hotel
6. _____ movie theater
7. _____ public housing project
8. _____ church

Activity 40

Search and Seizure and the Fourth Amendment

Robert D. Wroblewski
Dearborn High School

Directions: Read and discuss the following outline on the fourth amendment protection against unreasonable searches and seizures. Then use your knowledge of the fourth amendment to complete the activities that follow.

A. Source and Nature of the Constitutional Right

1. Fourth Amendment of the United States Constitution.

2. The Fourth Amendment protects people, not places.

3. The Fourth Amendment does not establish a general constitutional "right to privacy." It does protect individual privacy against certain kinds of intrusion by the government.

4. Historical Background

a) General Search warrants called writs of assistance were used by British revenue agents to search the homes of colonists for smuggled goods. These general search warrants allowed the British to search anywhere for anything.

b) James Madison proposed the Fourth Amendment to protect individuals against arbitrary, unlimited searches by the new Federal government.

B. The Exclusionary Rule -- Evidence obtained illegally in violation of a defendant's constitutional rights cannot be used against him/her in federal or state courts.

1. Applies to both federal officials and courts [Weeks v. United States, 232 U.S. 383 (1914)] and state officials and courts [Mapp v. Ohio, 367 U.S. 643 (1961)].

2. The primary purpose of the exclusionary rule is to deter unlawful police conduct that violates the Fourth Amendment protection against unreasonable searches and seizures.

3. The exclusionary rule: technicality or protection of fundamental liberties?

C. The Warrant Requirement of the Fourth Amendment

1. The Warrant Presumption -- Generally, the Fourth Amendment requires a warrant before a search and/or seizure may be conducted by the government unless one of the exceptions to the warrant requirement is present. If the police conduct a search and seizure without a warrant, there is a presumption of illegality unless one of the exceptions to the warrant requirement is proven.

2. Preciseness Requirement -- The warrant must describe "with reasonable certainty" 1) the place to be searched and 2) the person or things to be seized.

3. To obtain a search warrant from a judge or magistrate, the prosecutor must present evidence which proves probable cause -- a "reasonable belief" that 1) a crime has been committed, and 2) seizable evidence will be found.

   a) Probable cause is far less than certainty and less than "proof beyond a reasonable doubt," but it requires more than "mere suspicion."

   b) In determining whether probable cause exists, the judge or magistrate will consider the "totality of the circumstances."

D. Scope of the Fourth Amendment Protection

1. The Fourth Amendment protects individuals against "unreasonable" searches and seizures. This means that not all government searches and seizures are unconstitutional. Under certain conditions and circumstances, searches and seizures conducted by the government are "reasonable" and constitutional. "Unreasonable" searches and seizures are unconstitutional violations of the Fourth Amendment.

2. "State Action" Requirement -- The Fourth Amendment protects us against government conduct (federal and state). It does not protect us against searches and seizures by private individuals.

3. What is a "Search"? Two Requirements for a "Search":

   a) Government conduct (state action).

   b) Intrusion upon a person's reasonable expectation of privacy. Katz v. United States, 389 U.S. 347 (1967).

4. Seizure -- The exercise of control by government over a person or thing. An arrest of a suspect by police is a "seizure" of a person in terms of the Fourth Amendment.

5. Steps in Analyzing a Search and Seizure Case

   Step #1: Does the defendant have a Fourth Amendment right?

   a) Was there conduct by the government?

   b) Did the defendant have a reasonable expectation of privacy?

   Step #2: If so, did the police have a valid warrant?

   Step #3: If not, does one of the exceptions to the warrant requirement apply to the search and seizure?

E. Legal Requirements and Standards for Specific Types of Searches

1. Homes

a) Afforded the highest protection of the Fourth Amendment

b) In almost all cases a warrant is required. The warrant must describe the place to be searched and the person or thing to be seized. If the police find other illegal articles not specified on the search warrant and not in plain view during the course of their search, these articles may not be used in court against the defendant.

c) Exceptions: See Section F, "Exceptions to the Warrant Requirement."

2. Persons

a) Arrest -- A person is under arrest when a police officer has restrained him for purposes of criminal prosecution and the person is aware of that restraint.

b) Since an arrest constitutes a seizure of a person, a police arrest must satisfy the requirements of the Fourth Amendment. Probable cause is required for the police to make a valid arrest. A warrant is not required, but the police must be able to demonstrate probable cause if the legality of the arrest is questioned later in court.

c) Two types of Searches of Persons

1. Full Search of a Person -- "Incident to a lawful arrest," the police may conduct a full search of a person and the areas within the person's immediate reach or "wingspan." Chimel v. California, 395 U.S. 752 (1969).

2. "Stop and Frisk"

Stop -- If a police officer has a "reasonable suspicion" that a person has committed, is committing, or is about to commit a crime, he may stop the suspect for questioning without a warrant. Terry v. Ohio, 392 U.S. 1 (1968)

Frisk -- If a police officer has a "reasonable suspicion" that a suspect who has been stopped is presently armed and dangerous, the officer may "frisk" the suspect without a warrant. The frisk must be limited to a pat-down search of the outer clothing of the suspect for weapons. If the officer feels something that might be a weapon, a more intrusive search is justified. A valid arrest is required to conduct a warrantless full search of a person. Terry v. Ohio, 392 U.S. 1 (1968).

3. Searches of Automobiles

a) Probable cause is required for a police search of an automobile; a warrant is not required. Carroll v. United States, 267 U.S. 132 (1925).

b) Scope of the Search -- If the police have probable cause, they may search all parts of the automobile which could reasonably contain the articles that they are searching for. United States v. Ross, 456 U.S. 798 (1982).

c) The police may establish highway sobriety checkpoints in which all motorists passing through are stopped and questioned briefly to detect and deter drunk driving. The intrusion involved in these brief stops is minimal, so these checkpoint stops may be conducted without individualized suspicion and without a warrant. Michigan Department of State Police v. Sitz, 58 U.S.L.W. 4781 (1990).

4. Wiretapping and Electronic Surveillance

a) Any form of government wiretapping or electronic surveillance that violates a reasonable expectation of privacy constitutes a search. Katz v. United States, 389 U.S. 347 (1967).

b) A warrant is required prior to wiretapping or electronic surveillance by the government. Probable cause must be proven by the government before a judge or magistrate will issue a warrant.

5. Airport Searches

a) Searches of airlines passengers before boarding are permissable without a warrant or probable cause.

b) Airport searches are often legally justified by the consent exception.

6. Border Searches

a) Routine searches by government agents (such as customs or immigration officials) at an international border may be conducted without a warrant or probable cause. Almeida-Sanchez v. United States, 413 U.S. 266 (1973).

b) The authority to conduct border searches is an inherent power of the federal government based on national sovereignty. Neither citizens nor noncitizens have any fourth amendment rights at the border.

7. Public Elementary and Secondary School Searches

a) Lockers

1. No U.S. Supreme Court case directly on point.

2. Most lower court decisions have upheld warrantless searches based in part on the fact that lockers are owned by the school, not the students. The majority view is that there is no reasonable expectation of privacy in a student's school locker.

b) Searches of Students and their Belongings

1. Searches and seizures of students by public school teachers and administrators constitute state action.

2. A warrantless search of a student may be conducted by school officials if "there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school." The scope of the search must be "reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction." New Jersey v. T.L.O., 105 S. Ct. 733 (1985).

F. Exceptions to the Warrant Requirement

1. Search of a person "incident to a lawful arrest."

2. Stop and frisk.

3. Search of an automobile.

4. Plain View -- The police may conduct a warrantless seizure of an illegal article or object if the police are legitimately on the premises, they inadvertently discover the instrumentalities of a crime, and they observe the evidence in "plain view."

5. Consent -- The police may conduct a warrantless search if voluntary consent is given.

6. Administrative searches of businesses in certain highly regulated industries, such as liquor, guns, and strip mining. The Supreme Court has recognized "that an inspection program may be a necessary component of regulation in certain industries" and that "unannounced, warrantless inspections may be necessary if the law is to be properly enforced and inspection made effective."

7. Inventory -- If the policy have legitimate legal authority to impound a vehicle, then they can search the vehicle to inventory its contents.

8. Searches of public elementary and secondary school students on school grounds.

9. Certain emergency situations (exigent circumstances):

a) Hot Pursuit -- If the police have probable cause and attempt to make an arrest in a public place, they may pursue the suspect into a private dwelling without a warrant.

b) The police may make a warrantless seizure of evanescent evidence that is likely to disappear before a warrant can be obtained. *Example*: A blood sample containing alcohol.

Legal Standards for "Reasonable" Searches and Seizures NAME _____

Type of Search	Legal Standard Required	Warrant or Judicial Authorization Required?
Houses		
"Stop and Frisk" (Pat Down Search for Weapons)		
Automobiles		
Seizure of Evidence "In Plain View"		
Search of Airline Passengers Before Boarding		
Search at an International Border		
Full Search of a Person		
Wiretapping or Electronic Surveillance		
Public School Students		

SEARCH OF A FALLING STAR: Cool v. Michigan

Joe Cool, a lead singer of the local rock group, Cool and the Cucumbers, was driving west on Michigan Avenue at 20 miles per hour above the posted speed limit. As Joe drove past Greenfield Road, he was pursued by Officer Redneck of the Dearborn Police Department in his radar-equipped patrol car.

Upon hearing the police siren and noticing the flashing lights of the patrol car, Joe stopped his car at the side of the road. He rolled down the tinted window on the driver's side of the car and asked Officer Redneck what he had done wrong.

While standing outside of Joe's car, Officer Redneck looked inside the passenger compartment of the car and noticed a plastic bottle cap and the slim neck of a bottle protruding from under the passenger seat. Officer Redneck also noticed a state liquor tax seal lying on the floor of the passenger side of the car.

After making this observation, Officer Redneck asked Joe to step out of the car. Officer Redneck then searched the passenger compartment of the car and found an open bottle of vodka underneath the passenger seat. He opened the glove compartment and took out a slim, three-inch wide zippered change purse. When Officer Redneck unzipped the change purse, he found a small plastic bag containing cocaine.

A jury of the Wayne County Circuit Court convicted Joe of possession of open intoxicants in a motor vehicle and possession of a controlled substance (cocaine).

You are a judge on the Michigan Court of Appeals. Joe Cool's attorney, Mark Lawsuit, J.D., appeals this case to your court. The case is Cool v. Michigan.

Should the verdict of the Wayne County Circuit Court jury be overturned because it was based on evidence obtained by an illegal search and seizure? Explain your answer.

Activity 41

The Rights of Criminal and Civil Defendants, Amendments IV - VIII

The Bill of Rights is designed to protect individual liberties against infringement by the government. Match the government conduct in column A with the constitutional right that prohibits it in column B.

A Government Conduct	B Constitutional Right
_____ 1. Coerced Confession	A. Double Jeopardy Prohibited
_____ 2. Police look for and confiscate from your home without a warrant.	B. Ex Post Facto Laws prohibited
_____ 3. Imposition of the death penalty through the use of physical torture	C. Unreasonable Searches and Seizures Prohibited
_____ 4. Criminal trial held in secret	D. Privilege against Self-incrimination
_____ 5. A judge denies a criminal defendant's request to subpoena a witness.	E. Right to a Speedy Trial
_____ 6. Unfair laws and/or procedures used by police to enforce laws	F. Right to a Public Trial
_____ 7. Exclusion of a racial or ethnic group from a list of eligible jurors	G. Due Process of Law
_____ 8. Admitting hearsay evidence against a defendant in a criminal trial	H. Right to an Impartial Jury
_____ 9. A criminal defendant who has been acquitted is put on trial a second time for the same offense.	I. Right to be Informed of Criminal Charges
_____ 10. A criminal law applied retroactively to the disadvantage of a defendant	J. Right of a Defendant to Confront Witnesses Against Him
_____ 11. Unnecessary and unreasonable delay between arrest and trial	K. Right to have Compulsory Process for Obtaining Witnesses
_____ 12. Failure to inform a criminal defendant of the charges against him	L. Right to Counsel
_____ 13. Arbitrary imposition of very high bail	M. Right to Trial by Jury in Civil Cases
_____ 14. A doctor who is sued for malpractice is denied a jury trial	N. Excessive Bail Prohibited
_____ 15. A judge denies a criminal defendant's request to be represented by an attorney at his trial.	O. Cruel and Unusual Punishment Prohibited

ANSWER KEY

1. D, 2. C, 3. O, 4. F, 5. K, 6. G, 7. H, 8. J, 9. A, 10. B, 11. E, 12. I, 13. N, 14. M, 15. L

Activity 42

THE BILL OF RIGHTS MEDIA SEARCH

Amendments #5, 6, 7, 8

I. Read the Fifth, Sixth, Seventh, and Eighth Amendments.

II. List the rights we have that are protected by the Fifth, Sixth, Seventh, and Eighth Amendments.

III. A. Find as many articles as you can in newspapers and magazines to illustrate these rights.

B. Each article may be used to illustrate only one right and include only one article per right.

C. Attach each article to paper and indicate which right it represents. Underline/highlight the portion of the article which demonstrates this right.

Activity 43

AMENDMENT 9 and 10: Whose Responsibility Is It Anyway?

Using a scale of 0 to 100, for a total of 100%, what percentage of responsibility do you think should be allocated to the federal and/or state government for each of the following?

Federal	State		
_____	_____	1.	Sale and consumption of alcoholic beverages
_____	_____	2.	Sale and advertising of tobacco products
_____	_____	3.	Mandatory immunization of children
_____	_____	4.	Minimum wage
_____	_____	5.	Working conditions
_____	_____	6.	Speed limits
_____	_____	7.	Sunday business laws
_____	_____	8.	Gambling
_____	_____	9.	Handgun control
_____	_____	10.	Solid waste disposal
_____	_____	11.	Vehicle safety and licensing
_____	_____	12.	Education
_____	_____	13.	Health care
_____	_____	14.	Licensing and certification of professionals
_____	_____	15.	Drinking water
_____	_____	16.	Marriage and divorce
_____	_____	17.	Sexually explicit stores and theaters
_____	_____	18.	Public transportation
_____	_____	19.	Lotteries
_____	_____	20.	Law enforcement
_____	_____	21.	Highway construction and maintenance
_____	_____	22.	Air pollution
_____	_____	23.	Parks and forests
_____	_____	24.	Environmental concerns regarding land usage
_____	_____	25.	Adoption

Activity 44

AMENDMENTS 13, 14, 15, 19, 24, 26

TO VOTE OR NOT TO VOTE

Michelle Williams is a high school student. Michelle is an active participant in several school clubs. Michelle is interested in human rights and desires an opportunity to vote in the next presidential election.

For each criteria, decide if Michelle should legally be able to vote, indicate the related Amendment(s), and explain how these Amendments affect her.

ANSWER YES OR NO

_____ A. If Michelle is a Black American

_____ Related Amendment(s). Explain relationship:

_____

_____

_____ B. If Michelle is a female

_____ Related Amendment(s). Explain relationship:

_____

_____

_____ C. If Michelle is a Haitian

_____ Related Amendment(s). Explain relationship:

_____

_____

_____ D. If Michelle was unable to pay certain fees and taxes

_____ Related Amendment(s). Explain relationship:

_____

_____

_____ E. If Michelle has not registered to vote

_____ Related Amendment(s). Explain relationship:

_____

_____

Answer Key: A. Yes - 15- Answer will vary B. Yes - 19 C. No - 14
D. Yes - 24 E. No - 26

Activity 45

EQUAL PROTECTION OF THE LAW

THE CASE OF THE AGGRIEVED ATHLETE

Jeanine Gibson, often called "Gibby" by her friends, is an honors student at High Five High School. Gibby has been playing baseball ever since she was a young girl. For the past three summers she was the first-string shortstop on a championship recreation fast-pitch softball team in the city of Sluggersville. Last year she finished the season with a .350 batting average and was voted her team's most valuable player.

Now in her senior year in high school, Gibby felt that the time was right to move up to the "big leagues." She worked out all winter at the local health club to improve her strength and endurance. Finally, in April, it was announced that tryouts would soon be held for the school's baseball team. High Five High does not have a girls softball or hardball team, and no female student had ever tried out for the baseball team before.

When Gibby showed up for the tryouts, the coach, Mr. Dale Chauvinist, told Gibby that school and league rules limited participation in interscholastic baseball to male high school students. Mr. Chauvinist told Gibby to take up knitting or some other more appropriate activity.

Although Gibby was very disappointed, the coach's remarks made her more determined than ever to pursue her dream. She hired an attorney and filed suit in U.S. District Court. Her attorney now asks the court to issue an injunction ordering Coach Chauvinist to give Gibby a fair opportunity to try out for the team.

1. You are the attorney for Jeanine Gibson. Write a speech designed to persuade the judge to grant the injunction.

2. You are the attorney for the Sluggersville School District. Write a speech designed to persuade the judge to deny the request for an injunction.

   In your speech you should include:

   - A brief summary of the facts of the case.
   - The constitutional basis for your claim.
   - An explanation of the appropriate legal standard.
   - An explanation of why the facts of this case do or do not meet the requirements of the legal standard.

Activity 46

LIVE - FROM THE SUPREME COURT - IT'S THE BILL OF RIGHTS!

Research the following cases to determine which amendment the Supreme Court might apply to the situation.

1. Abington School District v. Schempp (1963) Morning exercises in the public schools of Abington, Pennsylvania included listening to Bible verses and reciting the Lord's Prayer.

2. Gideon v. Wainwright (1963) Clarence Gideon was denied an attorney when he was brought to trial for breaking and entering. The judge said free lawyers were only provided in Florida for murder cases.

3. Miranda v. Arizona (1966) Ernesto Miranda signed a written confession for kidnapping and rape following two hours of questioning by police.

4. In re Gault (1967) Gerald Gault (age 15) was detained and questioned for allegedly making an obscene telephone call. A judge committed him to a reformatory until he reached the age of 21. No record of the hearing was kept. He was never told of the exact charges against him, that he could remain silent, or that he could have an attorney.

5. Tinker v. Des Moines School District (1969) Students in Des Moines, Iowa were suspended from school for wearing black armbands to show their opposition to the Vietnam conflict.

6. Miller v. California (1973) Marvin Miller, a California book distributor, mailed out a brochure advertising four books and a film. The brochure contained descriptive text and several sexually explicit photographs.

7. Lynch v. Donnelly (1984) The residents of Pawtucket, Rhode Island claimed that the city did not have the right to include a creche (nativity scene) in a holiday display in the downtown shopping district.

8. New Jersey v. T.L.O. (1985) A 14 year old girl's purse was searched when a teacher saw her smoking a cigarette (a violation of school rules). The Vice Principal conducting the search also found evidence that was used to convict her of dealing drugs.

9. Wallace v. Jaffree (1985) An Alabama state law allowed one minute of silent prayer at the beginning of every school day.

10. Hazelwood School District v. Kuhlmeier (1988) A principal limited a Missouri high school newspaper from 6 to 4 pages to protect the identity of some students that were mentioned in an article about teen pregnancy.

Activity 47

FINAL FOUR

Teacher: Have the students present the circumstances of the cases to the class. The class will predict the Supreme Court's decision. Discuss the Court ruling, its application to the case, and implication for effects on future cases.

I. Make the Bill of Rights available to each student or group of students.

II. Pass out the following hypothetical scenarios and have students react to them either orally or on paper.

The Final Four Scenario

There has been so much public controversy and so many court cases over the basic rights of American citizens that, in many instances, our government has almost come to a standstill while these rights were debated. Because of this, the President and Congress has decided that Americans have too many rights. They have decided that it is impossible to have an efficient and effective government and still maintain our original Bill of Rights. As a result, a National referendum will be held in February when all registered voters will be asked to select four out of the first ten amendments that they would like to keep.

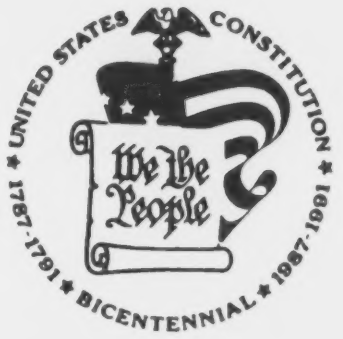
In March, a new Bill of Rights will be adopted and only the four amendments receiving the most votes will be included. Select the four amendments that you think should be included in the new Bill of Rights. Be prepared to defend your selections.

THE NEW BEGINNING

To commemorate the Bicentennial of the Bill of Rights a constitutional convention has been convened in Philadelphia. The purpose of this convention is to update the Bill of Rights to meet the challenges of the twenty-first century by proposing new amendments.

You have been selected as a delegate to this convention. Prepare a speech arguing that no changes should be made to the current Bill of Rights or proposing at least two new amendments to the Bill of Rights.

Certificate of Achievement



I, _____ am an expert on the

Bill Of Rights

_____
Teacher

_____
Chair, Michigan Commission on the
Bicentennial of the United States Constitution

THE UNITED STATES BILL OF RIGHTS

Amendment I.
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II.
A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III.
No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV.
The right of the people to be securein their persons,houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V.
No person shall be held to answer for a capital or otherwise infamous crime, unless on presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb, nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.

Amendment VI.
In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed; which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defence.

Amendment VII.
In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment IX.
The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

Amendment X.

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

EXCERPTS FROM SUBSEQUENT AMENDMENTS TO THE CONSTITUTION RELATED TO RIGHTS

Amendment XIII, Section 1.
Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Amendment XIV, Section 1.
All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law, which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Amendment XV, Section 1.
The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.

Amendment XIX.
The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any state by reason of failure to pay any poll tax or other tax.

EXCERPTS FROM THE CONSTITUTION RELATED TO RIGHTS

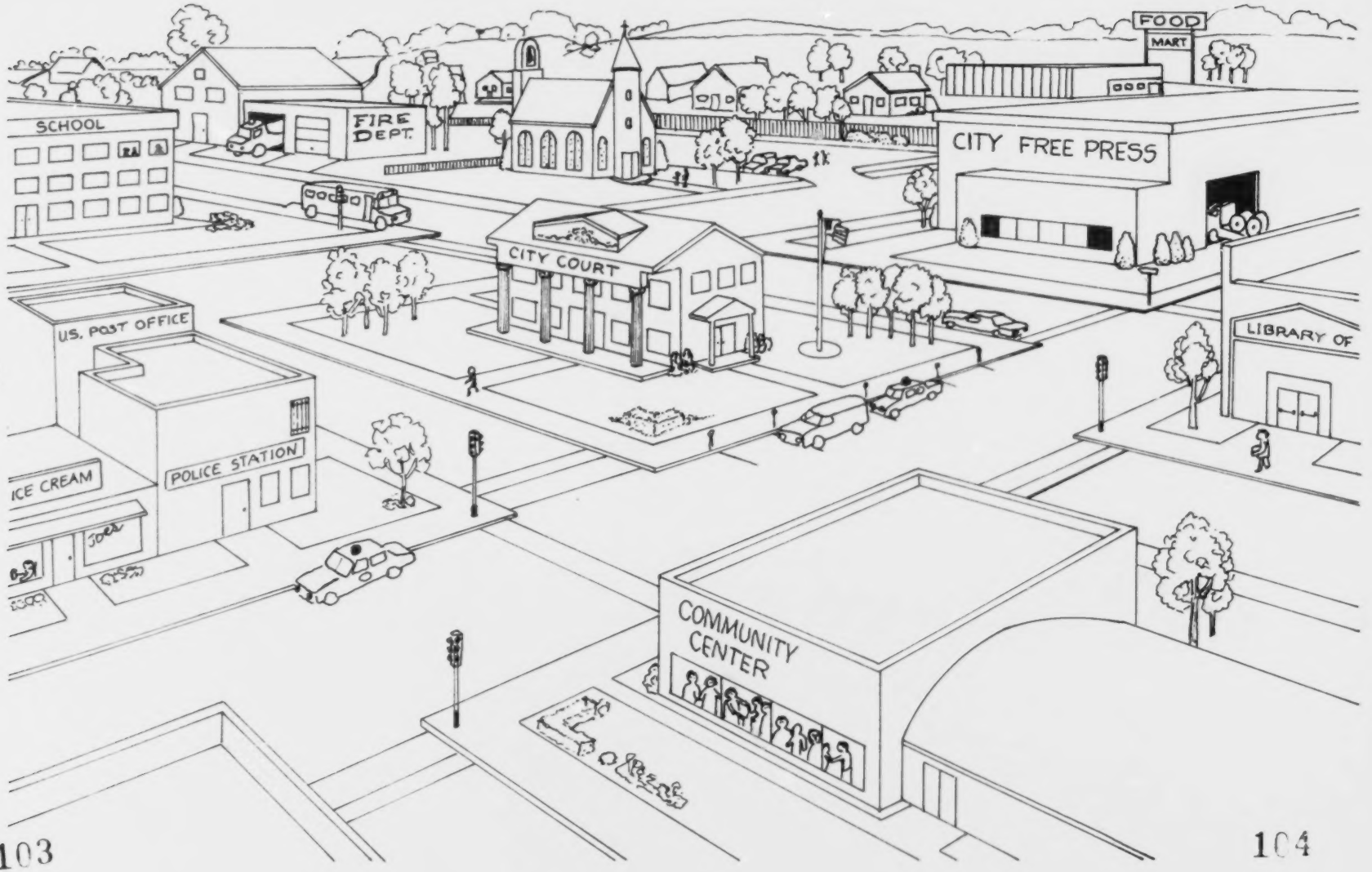
Article I, Section 9.
The Privilege of the Writ of Habias Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public safety may require it. No Bill of Attainder or ex post facto law shall be passed.

Article III, Section 2.
The Trial of all Crimes, except in Cases of Impeachment; shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed....

Article III, Section 3.
Treason against the United States, shall consist only in levying War against them, or in adhering to their Enemies, giving them aid and comfort. No person shall be convicted of Treason unless on the Testimony of two Witnesses to the same overt Act, or on Confession in open Court.

The Congress shall have Power to declare the Punishment of Treason, but no Attainder of Treason shall work Corruption of Blood, or Forfeiture except during the Life of the Person attainted.

Community Picture



THE NEWS

VOLUME X No. 11 DECEMBER 1791

GLOSSARY

1.	Abridge	-	to shorten or condense
2.	Affirmation	-	a declaration made by a person under the penalties of perjury who conscientiously declines taking an oath
3.	Amendment	-	a change or addition to the Constitution
4.	Ascertain	-	to make certain or learn by inquiry
5.	Bill of Rights	-	the first ten amendments of the Constitution that protect the fundamental rights of citizens
6.	Compel	-	to force or urge with great influence
7.	Compensation	-	to bring equity in value, repay, satisfy
8.	Consent	-	approval or agreement of what is proposed or done by another
9.	Construe	-	to explain how words in a sentence work together
10.	Double Jeopardy	-	being tried for the same offense twice
11.	Due Process	-	established procedures of the legal system
12.	Enumerate	-	to determine the amount of something
13.	Grand Jury	-	a group of citizens called upon to determine whether there is enough evidence to indict a person of a crime
14.	Grievances	-	an expression of suffering, distress or complaint
15.	Impartial	-	unbiased, not influenced one way or another
16.	Indictment	-	a written accusation of wrongdoing, presented by a grand jury.
17.	Infringe	-	to take away or break off, violate, trespass
18.	Jurisdiction	-	the power or authority to interpret or apply the law
19.	Militia	-	a civilian military force called into action during a national crisis.
20.	Naturalized	-	to become a U.S. citizen and receive all the rights and privileges
21.	Petition	-	a formal written request by a person or persons
22.	Prohibit	-	to disallow or prevent from doing something
23.	Servitude	-	being subjected to another that constitutes or resembles slavery, bondage
24.	Unreasonable	-	beyond the normal bounds of moderation. Asking more than should be expected.

THE UNITED STATES CONSTITUTION AND THE BILL OF RIGHTS

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POSTERS AND PRINTS

Commission on the Bicentennial of the U.S. Constitution, 808 Seventeenth Street, NW, Washington, DC 20006 (202/653-9800). "Scene from the Signing of the Constitution," by Howard Chandler Christy. "Presidents Poster," depicting the Presidents of the United States through their commemorative postage stamps (done in collaboration with Scholastic Inc.). *Constitution Week Poster with teacher's guide and suggestions on the reverse side.*

Learning Magazine, *1111 Bethlehem Pike, Springhouse, PA 19477 (215/646-8700). "Celebrating the Bill of Rights and Beyond," a two-sided poster and accompanying teaching guide.*

Michigan Council For The Humanities, *Suite 30, Nisbet Building, 1407 South Harrison Road, East Lansing, MI 48823, (517) 355-0160. "Blessings of Liberty," a series of posters with display kiosks available depicting a variety of our rights proted in the Bill of Rights. $150 includes shipping and handling.*

National Archives, *Museum Shop, Washington, DC 20408 (202/501-5235). Bill of Rights Posters, 31 x 33 inches, #6303.*

National Archives Publications, *7th and Pennsylvania Avenue, NW, Washington, DC 20408. "Spec*ial Edition Charters of Freedom." The full text of the Bill of Rights has been reproduced on handcrafted steel plates and bonded to rich, hand-rubbed solid walnut. 14" by 17." Product #12702. $120.00.

Supreme Court Historical Society, 111 Second Street, NE, Washington, DC 20002 (202/479-0400). Posters and prints on the history of the Judiciary and the Supreme Court are available.

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AND THE BILL OF RIGHTS

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AMENDMENTS
MTITEL 19 min 1986 color
Examines the amendments to the Constitution, follows the process by which they become law, and describes their impact on society. [JHCA]

AND JUSTICE FOR ALL
POS 25 min color
Examines several citizens of different backgrounds who are called to jury duty. A judge, a court clerk, and an experienced juror explain the selection of a jury, the role of the juror, types of courts and cases, and the trials to the new jurors. [HCA]

BACKGROUND OF THE UNITED STATES CONSTITUTION
PHNX 20 min 1982 color
Explains why the Constitutional Convention occurred, and the Constitution's major ideas, articles, and compromises. [IJH]

BASIC LAW TERMS
PFP 18 min 1973 color
Shows young people how the law can work for them. Explains civil law, criminal law and contracts. [JHCA]

CONSTITUTION OF THE UNITED STATES (2ND ED)
EBEC 19 min 1982 color
Presents a dramatized look at the Constitutional Convention and shows how the delegates resolved the major issues confronting the states. [JH]

CONSTITUTION: THAT DELICATE BALANCE
PT 1-13 1984 color
Series of 13 videos. [HCA]

CONSTITUTION - THE COMPROMISE THAT MADE A NATION
LCOA 27 min 1974 color
Dramatizes the struggle the newly-independent American colonies faced in devising a form of government which would provide a strong union as well as protect individual freedoms. [JHCA]

CONTINENTAL CONGRESS PT 1 & 2
FI 38 min 1975 color
Views Benjamin Franklin and Thomas Jefferson as they return to Independence Hall to look at the Constitution in the light of almost 200 years of history. They and current political figures comment. [JHCA]

DUE PROCESS OF LAW
BARR 23 min 1971 color
Raises questions regarding the Fifth Amendment to the Constitution which guarantees due process of law. Shows lawyers in a hearing to reinstate a student who has been summarily suspended after a campus demonstration. [JHCA]

FIRST AND ESSENTIAL FREEDOM PT 1 & 2
XEROX 52 min 1973 color
Uses the examples of Watergate, the Vietnam War and the Pentagon Papers to discuss the confrontations between the press and the government. Deals with the First Amendment and censorship. [HCA]

FIRST FREEDOM
PAROX 21 min 1973 color
Brings sharply into focus the historic and important role the news media plays in America. Examines the First Amendment of our Constitution guaranteeing Freedom of the Press. Examples of how the press operates on small town and national levels are shown and calls attention to the benefits and protection a free press has brought to the American people. [JHCA]

FREE PRESS VS. FAIR TRIAL BY JURY - SHEPPARD CASE
EBEC 27 min 1967 color
Illustrates how, in the Sheppard Case of 1954, the rights of the press and the rights of the accused to a fair trial by jury met in a head-on collision. [HCA]

FREEDOM OF RELIGION
BARR 21 min 1969 color
Presents lawyers arguing constitutional issues involved in an emergency transfusion case. [JHCA]

FREEDOM OF SPEECH (REV ED)
BARR 23 min 1982 color
Discusses the problem of balancing an individual's freedom of expression against the community's need for law and order. [IJHCA]

GIBBONS VS OGDEN
NAVC 1977 color [HCA]
In Gibbons v. Ogden the Supreme Court built the basis for a unified American common market. At issue was the extent to which the individual states and the federal government could control and regulate commerce and whether transportation was integral part. The trial's out come had significant ramifications that are central to American society today.

HAMILTON AND JEFFERSON ON DEMOCRACY
BARR 26 min 1974 color
Presents the basic philosophic differences between Hamilton and Jefferson and relates how each would react to various crises in American history. [JHCA]

HUMAN RELATIONS - MAN VS. MAN, FIRST AND ESSENTIAL FREEDOM PT 1 & 2
XEROX 52 min color
Examines the clash between the media and the U.S. Government in the Watergate affair, tracing freedom from the early days to present. [HCA]

IN SEARCH OF JUSTICE
BARR 28 min 1978 color
Presents a day in the life of the American legal system. Shows actual courtroom scenes, the legislature in session, a state supreme court in action and the President signing a bill into law. [JHCA]

INVENTING A NATION
TIMLIF 52 min 1973 color
Covers the decade it took to hammer out a constitution. Describes the secret Independence Hall debates involving Hamilton, Mason and Madison. [HCA]

IT'S THE LAW
BARR 17 min 1978 color
Examines how a young girl learns about the law and what it does for her. [JH]

LAUNCHING THE NEW GOVERNMENT (1789-1800) (REV ED)
CORF 10 min 1982 color

Reenacts the critical events which occurred during the tenuous first twelve years of U.S. Constitutional government. Compares Hamilton's and Jefferson's conflicting philosophies. [IJH]

LIBERTY: THE LEGACY OF THE MAGNA CARTA
PBSV 1987 color [JHCA]

'LITTLE REBELLION NOW AND THEN': PROLOGUE TO THE CONSTITUTION
CF 30 min 1986 color
Dramatizes the turbulent period after the Revolution that culminated in Shay's Rebellion and the framing of the Constitution. Portrays James Madison, Noah Webster, and Daniel Shay in action. [JHCA]

LIVING CONSTITUTION
AIMS 16 min 1967 color
Depicts the Constitutional Convention of 1787. Explains how the Constitution and Bill of Rights became law. [IJHCA]

MARBURY VS MADISON
NAVC 1977 [HCA]
Marbury v. Madison is one of the most famous cases ever decided by the Supreme Court. It may also be the most important, for it defined the power of the Court to review acts of Congress and decide whether they were permitted by the Constitution.

MCCULLOCH VS MARYLAND
NAVC 1977 [HCA]
Congressional approval of the charters of the First and Second Bank of the U.S. was primarily a result of Congress' acceptance of Hamilton's doctrine of the implied powers of Congress. Many believed the Bank to be unconstitutional. The case presented two principal issues. First, was the federal law that chartered the Bank authorized by the Constitution? Second, could a state tax a federal instrumentality?

MORE PERFECT UNION
EBEC 40 min 1987 color
Series of 8 videos that contain news reports which examine the Bill of Rights, key Supreme Court decisions, and current issues of constitutional impact. [JHCA]

NEW NATION: STRUGGLE TO SURVIVE 1789-1815
BNCHMK 25 min 1981 color
Discusses the social, political, and economic uncertainties and difficulties facing the new United States. [IJH]

NO LAW WITHOUT LAWYERS
MARX 23 min 1985 color
Describes the criminal justice process and the role lawyers have in it. [HCA]

PLEDGE OF ALLEGIANCE: A NEW MEANING OF THE WORDS
AIMS 14 min 1970 color
Offers a thorough and easy-to-grasp explanation of the concepts expressed in the pledge. Paraphrases the pledge including synonyms and analogous ideas. [P]

PRIVILEGE AGAINST SELF-INCRIMINATION
BARR 23 min 1972 color
Describes the Fifth Amendment privilege against self-incrimination which protects the accused against coerced confessions. Considers this and other Constitutional guarantees under the impact of technology. [JHCA]

RIGHT TO BELIEVE PT 1 & 2
XEROX 60 min 1975 color
Weaves the religious conflicts into the historical tapestry of our country. Begins with the landing of the Pilgrims in 1620 and ends with recent court decisions on religion and moral faith. [HCA]

RIGHT TO PRIVACY
BARR 23 min 1979 color
Discusses what constitutes an unreasonable invasion of privacy. An electronic surveillance by the police results in the issuance of a search warrant. Arrests are made and evidence is seized. Attorneys argue whether the constitutional right to privacy of the accused was violated by the surveillance. The film is left open-ended. [JHCA]

SEASONAL DIFFERENCES: CONSTITUTIONAL RIGHTS
BARR 1988 color [JH]

STORY OF A TRIAL (REV ED)
BARR 21 min 1976 color
Introduces the procedures which protect the rights of all citizens, as guaranteed by our constitution. The importance of due process of law is stressed as the story of two young men accused of a misdemeanor is presented. [JHCA]

TO FORM A MORE PERFECT UNION
NGS 31 min 1975 color
Presents the time of ratification of the Constitution in Massachusetts when ratification depended on the support of Samuel Adams and John Hancock. [JHCA]

UNITED STATES VS AARON BURR
NAVC 1977 color [HCA]
United States v. Burr was not a Supreme Court case. In 1807, Aaron Burr was tried for treason in the Federal District Court in Richmond Virginia. Although the actual evidence against Burr was tenuous, in a message to Congress, President Jefferson had declared Burr guilty.

The confrontation produced dramatic results: a precedent for limiting executive privilege was set; the right of unpopular defendants to a fair trial was established; and the two witness requirement of the Constitution enforced.

U.S. SUPREME COURT - GUARDIAN OF THE CONSTITUTION
EBEC 1973 color [JHCA]

WHAT "LIBERTY AND JUSTICE" MEANS? (2ND ED)
CF 17 min 1978 color
Helps children see the relationship between ideals that are taught and their real lives. Studies examples of personal liberty and shows that injustice for a few leads to lack of liberty for all. [PI]

WHY WE HAVE LAWS - SHIVER, GOBBLE AND SNORE
LCOA 7 min 1970 color
Introduces the concept of law. A king makes silly rules causing three of his subjects to be unhappy. The subjects move to a land with no rules only to discover no one can live peacefully without laws. Concludes with a look at some laws that people must follow today. [P]